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An experiment in supervision by the conference method

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AN EXPERIMENT IN SUPERVISION

BY THE CONFERENCE METHOD

By

Wendell R. Hoar

A Thesis
Submitted to the Department of Education
College of the Pacific

In partial fulfillment
of the
Requirements for the
Degree of Master of Arts

APPROVED:

Head of the Department

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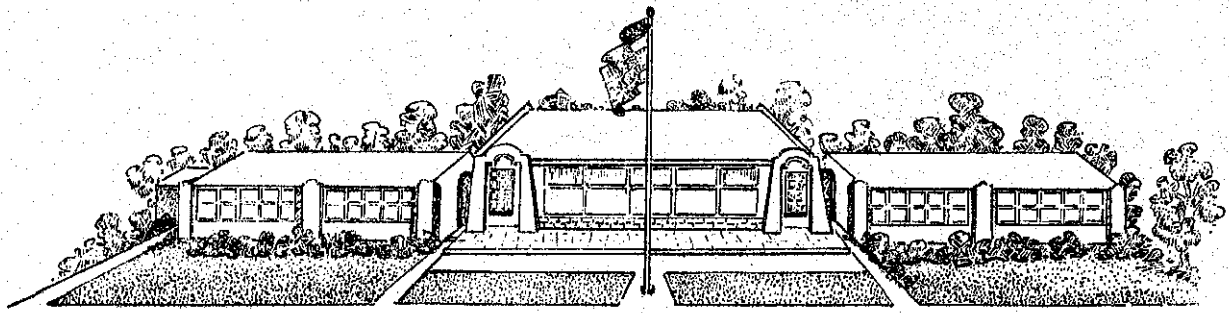
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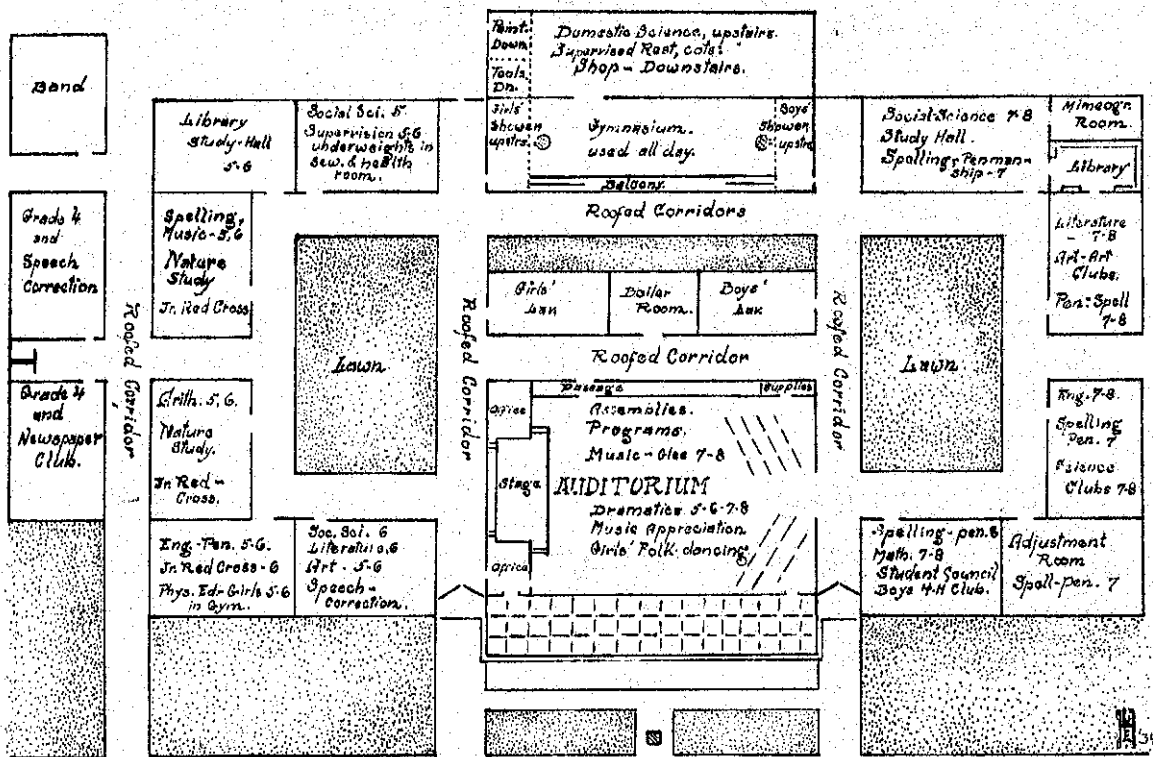
TO MY MOTHER.

WEST PARK SCHOOL



FRONT VIEW AND FLOOR PLAN

Fifteen-Teacher Capacity.



PREFACE

Since I started teaching school eight years ago, I have become more conscious, as the years pass, of a definite and growing need of supervision for teachers.

Supervision is a phase of school work which took a hold upon me, early in my teaching experience and has become more fascinating to me as I have studied and worked with it.

The aspect of supervision that is particularly challenging to me is the problem of the present day. Our curricula have been so constructed, interpreted and planned that a high degree of integration and correlation should result, both vertically and horizontally. To realize these aims, teachers must have a great many conferences, both in groups and individually with the supervisor, who is usually the principal of the school.

The conferences are needed not only to discuss the possibilities of integration and correlation, but to teach many of the teachers methods, objectives, devices, and projects for teaching the modern courses of studies most effectively.

Ideally, the principal should have time to make frequent and regular classroom visitations, to ascertain at first-hand the degree of success each teacher is achieving and the types of obstacles the class and teacher are meeting in the learning and teaching processes. Dr. Cubberley estimated that "with a good clerk on the one hand and a principal who knows how to use helpers on the other, the

principal ought on an average to give sixty per cent of the time school is in session to supervisor work".¹

Unfortunately, too many schools are on a so-called "economy program", so the principals of the schools have been forced away from the most important work they are supposed to do, i. e. improve the school efficiency, especially by improving the efficiency of the teachers. They have been removed from supervising the school to take the place of a classroom teacher.

Dr. Cubberley states "To this end he must reduce his office work and economize his time, that he may be found as much as possible during school hours in the classrooms of his school. He should at all times know what his school is doing, be able to determine accurately the efficiency of the instruction given in it, -- and get real team work out of his teachers by coordinating their work."²

No conscientious, wide awake principal, who is forced back into the classroom routine, is willing to fold his hands and try to shun the responsibilities of helping his teachers with their ever increasing teaching load and problems.

It is, therefore, very evident that there is an increasing need for a supervisor to help his teachers, and, since the time of many principals is taken up in part or entirely with classroom teaching, there is only one way to solve the problem.

¹ Ellwood P. Cubberley, The Principal and His School, 192.

² Ibid., 43.

Certainly the answer is a new technique of supervision, which can be administered without class visitations by the principal; and which will require the minimum of the teachers' and principal's time.

This problem is of such paramount importance to public education I have prepared the following thesis concerning it and I have endeavored to show how supervision can be carried on by the conference method, as is the practice in the school of which I am principal and three-fourths' time teacher.

This thesis is a relatively personal report, it is based on actual experiences in most cases. Naturally, marks of identification have been substituted to make the thesis as impersonal as possible.

The purpose of the author is to give the reader definite principles, ideas and constructive examples of how supervision can be conducted to a creditable degree of success, by the conference method.

Real or likely discussions have been used to make the thesis ring true and be practical. The ideas should be of greater use to the reader, because of their purely theoretical nature.

I wish to acknowledge my appreciation to my District Superintendent and fellow-teachers, who have patiently carried-on with their work and have co-operated so wholeheartedly during the years of the depression and this plan of supervision.

Appreciation is also extended to my wife for her suggestions, criticisms and the sketch and diagram.

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INTRODUCTION

The influence of supervision in any organization cannot be over-rated. Indeed there will be little organization without supervision. Certainly the official who is charged with the duties of co-ordinating the various departments of a school and with integrating the several units of study, vertically and horizontally, so as to develop them into a continuous educational process, is a supervisor. This person is responsible for the standard of efficiency, the amount and quality of production or development that is accomplished in his school.

The most common type of supervisor is the building supervisor or principal. He is held directly responsible for the activities and condition of his school. He is the logical supervisor because he is better acquainted with the teachers and the pupils, and the general working conditions than any other official of the school system.

Superintendents generally have tended to centralize responsibility for educational progress with their principals, and the prime test of competency of an elementary school principal, in our best school systems, has come to be his ability to extend helpful and constructive assistance to his teachers.¹

Usually, it is only the principals of the large city elementary schools who are relieved of classroom teaching. Many principals of smaller and rural elementary schools teach most or all of the school day. These principals must either trust

¹ Ellwood P. Cubberley, "Preface Editor",

Clarence R. Stone, Supervision of the Elementary School

to good fortune that their teachers can get along somehow without supervision or the supervision must be done in the small fraction of the day not consumed in teaching and after school. This is especially true since the depression of 1929.

There were 2255 public elementary principals employed in California in 1932-33, of these 1282 were employed in schools of 5 teachers or more requiring administrative credentials.

51.33 per cent of the tot 1 602 principals reported full time to devote to the administrative and supervisory responsibilities of the principalship. 27.07 per cent reported part-time responsibilities as classroom teachers and 21.6 per cent have full-time teaching responsibilities.

Distribution of Teaching and Non-Teaching Principalships.

	Number of Non-Teach- ing Principals	Per cent	Number of Part-Time Teaching Principals	Per cent	Number of Full Time Teaching Principals	Per cent
Class A	168	89.4	15	7.9	5	2.7
B	41	49.4	28	33.7	14	16.9
C	37	30	40	32.6	46	37.4
D	60	46.9	48	37.5	20	15.8
E	3	3.7	32	40.	45	56.3
Totals	309	51.33	163	27.07	130	21.6

Class A	More than 10,000 pupils
B	3000-9,999 pupils
C	1000-2,999 Pupils
D	300-999 pupils
E	Less than 300 pupils

Amount of Teaching by Part Time Teaching Principals.

Of the 163 principals reporting part time teaching, two did not report the specific number of hours of teaching. Of the 161 reports completed on this item 32 or 19.9 per cent

reported teaching 5 clock hours per week; 40 or 24.8 per cent 5 - 10 clock hours per week; 47 or 29.3 per cent 11-15 clock hours per week; 22 or 13.6 per cent 16-20 clock hours per week; and 20 or 12.5 per cent 21-25 clock hours per week. Estimating a school week as 30 clock hours, more than 26 per cent of these principals were engaged in half time or more teaching duties.

Amount of Teaching By Part Time Teaching Principals

	Number of Part-Time Teaching Principals	Number of Clock Hours Per Week			
		Less than 5	5-10	11-15	16-20 21-25
Class A	4	2	8	4	-
B	28	8	2	12	5 1
C	39	2	9	18	3 7
D	48	14	13	9	7 5
E	32	6	8	4	7 7
Totals	161	32	40	47	22 20

Thus, we are confronted with the increasingly important problem of supervision on a schedule of disproportionately decreasing amount of time in which to do that work.

Supervising teachers by the conference method is a technique which needs a high degree of reciprocity in the relationships between the principal and his teachers and among the teachers. It is worked on the theory that teachers are confidential and frank, and that the principal convinces them that he wishes to work out their difficulties with them, in a democratic, constructive manner.

Naturally, the principal must be one who can demand and keep the respect of his teachers, by his professional manner and actions, his good judgment and his ability to help his teachers overcome their problems.

There have been many books written on supervision and they have had an invaluable influence on the improvement of instruction. They differ from this report considerably because they, for the most part, discuss supervision from the classroom visitation aspect while this discourse is from the very limited or non-visitiation aspect.

Thus, the supervision is to be centered around conferences, which are to be divided into three main classes according to their personnel and nature of discussion.

These types of conferences are:

The general or building conference, which involves all teachers for a discussion of any problem common to the whole school.

The group or subject teachers' conference, which is intended for the teachers of a given subject or grade, changes its personnel from time to time just as the reason for meeting changes.

The individual conference is intended for the individual teacher and the supervisor, to work out the problems that are peculiar to that particular teacher or class.

Honorable Vierling Kersey, Superintendent of Public Instruction of California, has said that the "hot spot" of education is the contact between the teacher and the pupil. It can just as well be said that the "hot spot" of the conference method of supervision is the contact between the supervisor and the individual teacher.

The school in which this experiment in supervision by the conference method is being conducted is a school of about four

hundred eighty pupils. There are about eighty pupils in the two fourth grade classes and approximately one hundred pupils in each of the four upper grades, including the adjustment room.

The fifth and sixth grades are administered as a unit. They have five homeroom teachers who are also departmental instructors, who work on a modified departmental-platoon plan.

The day is divided into eight forty minute periods, six of which are consumed in academic work, with the pupils segregated into homogeneous groups. The other two periods are used for such activities as health development, clubs, orchestras, remedial classes and study periods. These two periods have a great tendency to make natural homogeneous groupings, although there is no such arbitrary segregations made by the teachers except in picking the pupils for remedial work. Naturally the musical students will tend to take up orchestra work, for example, while the weaker students will fall into remedial classes and study periods.

Each of these teachers is a homeroom teacher for the first period in the morning and in addition teaches her homeroom class one other period in the day. For the remainder of the day, each teacher is a departmental or special teacher for the other classes of the two grades.

The seventh and eighth grades are another unit. They operate on the same general plan as the fifth and sixth grades.

Their program is much more liberal in the number of courses of elective work offered them. They have twenty-five

per cent of the day for special remedial classes of English, Reading, Mathematics and Social Science, required Music, and elective courses. A pupil who does not need remedial classes may have up to eight elective club periods a week, although most students take fewer clubs so that they may have some study and library periods.

As in the lower grades the pupils are grouped for all academic classes according to ability, while the other two periods are free from such divisions. As in the lower grades the groupings for these elective periods are rather definite because of the types of work and ability required in each of the activities.

There are five homeroom teachers for the upper grade pupils, and the principal who teaches six of the eight periods. There are also a teacher for the school adjustment room and a half-time orchestra teacher.

The personnel set-up is working very satisfactorily mainly because of the fine spirit of co-operation and the particular qualifications of the members of the teaching staff. After all, no set-up or piece of administrative machinery will function efficiently without the right type of personalities to make up its personnel.

Our supervisory program is briefly as follows:

The District Superintendent is the general overseer; he calls system meetings from time to time, as the need arises, and he leads the faculty in research work and curriculum revision.

He also visits classes and has a regular, scheduled pro-

gram for individual conferences of fifteen minutes with each teacher each week. These conferences are of proven benefit to both the teacher and the school. Many class and subject problems are studied in this manner, many cases are studied and so developed that the number of problem cases in our school has been reduced to almost none.¹

The supervising activities of the principal consist of scheduled building and group conferences, usually one meeting each Monday after school. The general meetings are held much more frequently than the group type of meetings. Most of the group meetings are held in the early fall for integration purposes and in the late spring to make plans for the new year. Others are called occasionally when a real need is felt by some of the teachers or the principal.

The individual conferences of the teachers and the principal are not scheduled, as a general rule, although sometimes a teacher and the principal make an appointment for a longer conference. Usually the individual conferences are held any place on the school grounds or in the buildings; however, the office and the teacher's classroom are the most common places. As should be expected, the discussions are very informal, and the teacher is encouraged to make the meeting a discussion and an exchange of ideas rather than a monologue by either party.

The topics of discussion of these meetings range from everyday school matters as supplies, class procedures or

¹ See Conference Evaluation Survey, Chapter 7.

discipline, to professional books and magazine articles, or what summer school courses should be most beneficial to the teacher.

The principal is in charge of the general administration of the school. He also aids and supplements the superintendent in his supervising program, as the testing program, pupil adjustments, and school planning.¹

The principal is in charge of the discipline of the school, and is adviser to the Student Council and Student Body.

It is his duty to supervise the attendance, the general health of the pupils, supplemented by the teachers, and to co-ordinate these departments with the County School Attendance Department and the Public Health Department, respectively.

¹ For a detailed account of the Principal's duties see

CHAPTER I

THE GENERAL OR BUILDING CONFERENCE

The general or building conference is that type of meeting that is called by the principal to discuss some problem that concerns all of the teachers in the building.

This type of meeting is divided into two main divisions, the administrative and the supervisory.

The principal aims to carefully distinguish between these two divisions and to see that his teachers also are aware of the differences, so that the objectives of the two will not be confused.

The first meeting of the administrative type is always held the Saturday morning before school opens for the fall semester. It is an organization meeting, in which the program is explained in general, class and teaching assignments are made, such variations in the program as the weekly assembly are discussed, general ideas of the remedial classes are explained, required and elective clubs are distinguished between, bus regulations are given out, and general school and Board of Trustees' regulations are also included in the bulletin. Other general meetings of the administrative type include such topics for discussion as discipline, standardizing grades, routine work on organization and administrative problems, what do our boys and girls do outside of school hours, making special school occasions profitable, health, factors which influence the progress of our children, devices for interesting

careless and indifferent pupils, best methods of handling the written work of pupils, and forming ideals and ambitions.¹

We have planned our general meetings on general principles which are very well summed up in the following manner:

1. The topic should be a live one, with which the group involved is vitally concerned.
2. Provision should be made for expression of opinion from the audience.
3. The meeting should be in charge of a supervisor or outside speaker who is not only an expert on the subject under discussion but who is also gifted with the power of popular exposition.
4. The meeting must be thoroughly planned and administered.
5. Meetings must not be used for routine purposes that can be disposed of otherwise.
6. An outline of the topic for discussion should be posted in advance.²

The principal attempts to have the meetings of which he is the main speaker so well planned and prepared that he is willing to have his teachers use it as a demonstration of classroom procedure, as to evidence of preparation, organization, presentation, and summary.

General meetings of the supervisory type are called to discuss practical classroom teaching problems as, the improvement of teaching, classroom procedures, types of teaching, the drill lesson, the inductive lesson, the deductive lesson for appreciation, stimulating thinking, the review lesson, attention and thinking, the recitation lesson, supervised study or habit formation.

At the beginning of the school year the principal has at

¹ Ellwood P. Cubberley, The Principal and His School, 522-23.

² William H. Burton, Supervision and Improvement of Instruction, 325-26.

least two vital series of topics in mind. This is the way of planning for supervision by the conference method on the long term basis. These topics are along lines that will make a definite contribution to the school as improvement of instruction, better spirit, or curriculum revision.

Early in the school year these suggested series are presented to the faculty for their consideration. Usually the teachers choose the topic of first choice of the principal because he presents the topics in terms of definite needs and benefits to be derived from the study of the particular problems suggested.

By planning meetings on the series plan the principal is able to develop much keener interest, more thorough research, and better results, as measured in terms of teaching improvement, than he can by using a set of unrelated single meeting topics.

The leader of the meeting tries to sense the moment that interest begins to wane in a series of topics, and if he cannot redevelop the interest of the group, he hastens to the end of the series.

The teachers usually enjoy working and spending some time in research and conferences when they see they are getting definite benefits from their time and effort.

Although it is usually the best plan for the principal to do the leading for the meetings in which there is not outside speaker, so that he can control the trend of thinking and the discussion; it is well to have the teachers act as chairmen

for outside speakers. This adds to the variety and better results are obtained as it tends to keep a feeling of teachers' meeting rather than principal's meeting, which is an unfortunate and too common attitude found in many schools.

Curriculum revision is a very valuable undertaking for a school to participate in. We are not too large a group to join our entire attention and efforts on a course of study of a single subject and it is a wholesome situation to have all teachers thinking in terms of a single subject for a term or a year. It is especially beneficial to the teachers of other departments to think of a different department's subject, its problems, values, and the possibilities of integration.

During 1932-33 this section of the county met at this school and worked on the revision of the course of study in Social Science for the elementary schools. One night each month an expert from one of the State Teachers' Colleges met with us and stimulated thinking and suggested problems. Two weeks later in each month, we met, under the leadership of the District Superintendent and discussed the problems in the light of our research and experience.

The results are proving very satisfactory. A new course was adopted which combined history, geography and civics. That alone was very worthwhile, but much more good was done than that; teachers took a new interest in the field of social science, they saw greater possibilities of vitalizing the work, and new integrating opportunities that put new life into the school work this year in most or all of the departments.

This year the teachers expressed a preference for a similar study in Reading. We therefore took it up, as all of us felt a need for the study. We have met in the afternoons and have had some interesting reports made by teachers from methods books they read and their experiences in the field of Reading.

In addition we have invited supervisors of reading to come and discuss various phases of the work with us. These meetings have been very well received because the teachers appreciate hearing the actual experiences of others rather than too much theory.

There is an inexhaustible field of valuable topics for study, and any topic can and many should be repeated every year or two. By doing this all teachers will be kept better informed on the most up-to-date and the most scientific methods and procedures.

Some of the fields that we have discussed or studied and that are typical topics for discussion are topics in the field of methods, as project method, problem method, socializing the recitation, inductive and deductive teaching; the objectives of education; the nature of learning (mastery formula); the nature of teaching, inferior and superior teachers, (self-rating charts); the elementary pupil; discipline, individual differences and how they affect learning and teaching; teaching how to study, supervised study; the assignment, the lesson plan; questioning as a teaching technique; drill and reviews as teaching techniques; illustrations and demonstrations as teaching techniques; measuring pupil progress; interpreting

grades and translating grades; adjusting the problem pupil, etc.

Every effort is made to care for all matters of routine and administration by the bulletin board that are possible. Some administrative problems that we work out more effectively in meetings are: extra-curricular activities, pupil adjustment principles and methods of standardization, class and school routines as ten-minute homeroom activities, physical conditions of the room as temperature and ventilation, humidity, lighting, appearance of the room, seating, passing of pupils and materials, keeping of registers, records and grades, receiving, storing and issuing books and supplies, discipline, and the daily schedule of classes and the pupils' schedule.

CHAPTER II

FOUR BUILDING OR GENERAL CONFERENCES

These conferences are not stenographic but reproduced as accurately as the author's memory was capable of serving, from conferences during his experience as principal and supervisor.

I

The Organization Conference

The first conference of the year should be held a day or so before the first day of school.

This is one of the most important of the building conferences; its value and influence can hardly be over-estimated. In reality its importance is too often under-valued, in some schools, to the degree that teachers send in last minute telegrams of regret that they cannot arrive in time to attend the meeting.

Perhaps this is partly due to poor and worthless meetings of previous years, conducted by the principal and attended by that type of teacher. A principal who always has a well planned opening meeting that proves interesting and beneficial to the teachers need never worry about attendance.

We have a definite list of topics planned and prepared for this meeting. The topics discussed are of the important type and of such nature that they need the consideration of all teachers before school convenes.

The following discourse is a typical meeting of this type:

Principal: "Good-morning, fellow-teachers. From your appearances you have all enjoyed a fine vacation this summer and you are now anxious to start a new year of school work. I trust this will be a new year to all of us. Too often we find school people who claim they have ten or twenty years of school experience who really have only one year's experience, repeated nine or nineteen times.

"Perhaps you have all met the two ladies who are to be fellow-teachers with us this year. I am happy, however, to formally present Miss A. and Miss B. at this time. Miss A. is to teach one of the fourth grades and Miss B. is to teach English and be the director of the Newspaper Club in the upper grades.

"Will you other folk please rise, introduce yourselves and tell what subjects and grades you teach?

"Now that we are all acquainted, I think we should get right down to business, for we all are here for that very reason. We shall keep the same general philosophy of education as we had last year, and we will work to apply that philosophy in more situations and apply it more accurately than ever.

"For the sake of our new members and to give a good demonstration of how we should review important details learned the past year, with our classes, it will be well to discuss briefly our philosophy of education.

"We are developing this philosophy and adopting it as a guiding principle in all that we do. Too many schools work hard but have little progress to show for all of their

efforts. They lack a good working philosophy and the result is misdirected energy, waste motion, and projects that are not integrated or correlated with their work as a whole. We call it philosophy that they lack, that unifying and stabilizing quality or force, without which, little of value is accomplished.

"Without a philosophy the results of effort are an assortment of miscellaneous accomplishments, which are unimpressive to the pupils and to the faculty. With a guiding, centralizing force, our efforts are focused by the type of objectives and goals we aim to achieve and even our methods are much improved because of the extra zeal with which everyone participates.

"Our particular philosophy is built around the principle of democracy. We believe each and every pupil should be given an equal opportunity to develop himself, morally, mentally, physically and socially. Our plan, therefore, aims to establish a democratic environment for the pupils. This plan is in operation from the Superintendent's Office through the classroom.

"Let me take this as an illustration: The Superintendent is the Chief Executive of the Schools. He is responsible for the schools. He delegates certain of the responsibilities of each school to the principal. Together the two work out any problem that demands the attention of both.

"The principal, in turn, delegates the duties and responsibilities of the classroom to the teacher, with the

understanding that he is happy to be of assistance to the teacher at any time and in any way. In other words, the principal wants the teacher to look upon him as a fellow-teacher, who is especially interested in developing the efficiency of each teacher and her pupils. He is happy to be of service to the teacher, and likes to work out her problems with her, not for her.

"Similarly, the teacher helps the class to work out the class problems. You see, we should succeed in teaching democracy when we are living and working in such a democratic environment.

"We further aid the principle of equal educational opportunities for all, by grouping the pupils into homogeneous groups for all academic work but not so dividing them for their elective work.

"We believe, also, that school is life, not just preparation for life. We therefore have aimed to make the school atmosphere enjoyable and life-like, and have done everything possible to remove everything artificial or unnatural.

"The Student Body organization is also founded upon democratic principles. The Student Council does a good deal in the way of fostering and maintaining a fine school spirit among the pupils, through their student participating government.

"The seven Cardinal Principles of education are so basic to our philosophy, that to analyze them is to get to the very core of our program.

"I shall not dwell longer on this, this morning; we shall

discuss it more later. I wish now to distribute these bulletins which you will see contain many important rules and details you will be interested in. The first section deals with such routines, as attendance taking, excuses and flag salute. Part two deals with school regulations, such as, that parents may visit school, but must have their conferences with the teachers out of class hours, etc. Part three deals with making requisitions for such things as supplies, supplementary materials, or maps.

"Here is also a copy of the student body constitution and the merit system. Please review this as there have been some amendments made in it.

"The next item this morning, is the matter of noon supervision. Three teachers take care of this work each week. The ones who supervise the girls' lunchrooms, have the girls take turns sweeping up the crumbs, and empty the wastebaskets. Lock the doors and then supervise their playground until one o'clock. The teachers who sign up for the boys have corresponding duties to perform. The teachers who oversee the hot chocolate and graham cracker room have no cleaning to care for. They watch the corridors and supplement the student officers with the corridor traffic.

"A bell rings at twelve-fifteen which is the signal for those who have finished their lunch to be excused. Each pupil must clean the crumbs from his seat and desk before he leaves. Get a list of the lunchers and assign them to the clean-up committee, by pairs.

"Which three of you will start us off, next week? Fine, I'll post this form on the bulletin board and you please fill in your names as you wish to team up. We will complete a cycle of turns each five weeks and then will repeat the cycle.

"Is Monday afternoon your choice again this year for teachers' meetings? Are there any reasons why we should not meet then? All right then, please save Mondays for meetings. We won't meet every week, perhaps, but it is best to reserve the day.

"If there is no general meeting planned, a notice to that effect will be posted on Friday preceding and the teachers who are to meet for a group conference will be requested to come.

"The Superintendent plans to continue his individual conferences with you this year. These meetings have been very beneficial and afford an ideal opportunity to iron out problems and give aid in other ways in your work.¹

"You are expected to meet with him one fifteen minute period a week before nine o'clock in the morning. If any of you cannot possibly do that please write in your name for Tuesday afternoon. He much prefers the mornings, however, and will appreciate it if you will schedule your time to meet this request. I will start this form, please fill it in by signing for the day and hour of your choice.

"Now we are ready to assign you your homerooms and homeroom classes. As homeroom teacher, you should familiarize

¹ See results of Conference Evaluation Survey, Chapter 7.

yourself with all of your duties. They are well developed in the "Homeroom Teacher's Duties" of the Guidance manuals.¹

"These papers that are being distributed now include your teaching schedule and a schedule of classes to which you are to send your homeroom class. You will also see the electives, Orchestras, and remedial classes scheduled. Please copy the program on the board where it is to be left for two weeks. This way all pupils will have access to it and it will save you a lot of nervous energy during the try-out period.

"Give each seventh and eighth grader a program sheet upon which he is to plan his activities for the two elective periods each day. In two weeks we shall have these pupils prepare a copy for the homeroom teacher and one for the office.

"Now, have you any questions?"

Teacher: "Do the pupils come to the Auditorium Monday morning?"

Principal: "Yes, we will all come to the Auditorium at nine o'clock Monday. We can get straightened out faster that way.

"If there are no other questions, the meeting is adjourned. Please take your small package of supplies with you. I shall be in the building the rest of the day, if you wish to see me."

¹ See pages 64-65.

II

MEASURING AND RATING THE PROGRESS OF PUPILS

Principal: "Measuring the progress pupils make in their school work is one of the most difficult tasks expected of teachers. The reasons for this are several. The methods used are numerous and many are very unsatisfactory to both the teacher and the class.

"The causes or reasons for testing can be summed up as follows:

1. "Tests are given to stimulate study. This often sets up the wrong incentive for learning. It makes learning artificial and superficial. Then too, many pupils become nervous as a result of worrying about tests, as in European Universities. The feeling of failure is too often intensified in the weaker students as a result of frequent tests. Passing grades should not be ends in themselves but means to an end.

2. "Tests are administered to measure the amount of teaching and the amount of learning that is being done. Teachers always want to know how well each is taking place. Testing for these reasons is justified and is necessary for efficient class work.

3. "Testing for diagnosis is becoming more popular each year. The reason for this comparatively rapidly growing popularity is due to the relatively recent scientific knowledge of the learning processes and the importance of knowing the

particular difficulties before they can be remedied. We now know that there are certain responses to certain stimuli, that individual differences play an important part in the speed and quality of the pupils' abilities to learn, and that all do not learn by the same methods of teaching.

4. "Grade placement is the fourth main reason for giving tests. Something in black and white seems to be much more satisfying to both the home and the school, as a basis for a grade or promotion than any other method. This is the most common reason for giving tests and really includes the first three.

"Since testing plays such a big part in our school work, the wise thing for us to do is to improve our technique of testing to the point that tests will be truly valuable in assisting the teacher in better analyzing and developing the child.

"When we develop the testing and teaching program to that peak of efficiency, pupils will gladly submit themselves to the tests, with the realization that they should benefit from the teaching that will follow the revelations of the test.

"The principal types of tests at the present time are: oral, essay, informal objective, and standardized or formal objective tests.

"Until comparatively recent years the oral type was the most commonly used test. One of its main faults is that it requires too much time to administer it.

"Horace Mann objected to oral examinations as long ago as 1845 because of the time required for giving them. He advocated

written lessons as a time-saver.¹

"More modern educators are contending that objective tests have the same advantage over essay tests that Mr. Mann argued essay tests had over oral examinations.

"Although essay tests have such advantages as affording opportunity for development of individuality through expression, organization and hand-writing, these opportunities can be developed in other ways, as preparing reports and essays.

"Some of the greatest objections to essay-type tests are: the time consumed in taking them and correcting them, the unfairness of them because of the subjective influences on the corrector as, handwriting, pupils' use of teacher's or test's favorite expressions, fluency of expression, neatness, and the grade is unreliable because of the lack of objective bases.

"One who has attempted to correct a set of essay type tests is aware of the difficulty in being fair to all of the pupils. The difficulties are due to the fact that all do not express themselves identically and those more gifted in vocabulary, legible writing, repeating some of the book's or teacher's favorite expressions, etc. are in line for the best grades. This happens in spite of the fact that teachers consider themselves honest and impartial.

"To further illustrate the point, let me refer to some of the experiments that have been conducted to prove the inaccuracy and unreliability of grades given on essay type tests. One experiment showed conclusively that the same

¹ C. W. Odell, Traditional Examinations and New Type Tests, 4.

individual does not grade consistently from day to day.¹ To prove this a college class had some English papers corrected by the University Professors and after a period of time had elapsed they recorrected the same papers, not knowing they had already passed judgment on them. This test showed that one Professor graded thirteen points lower than the average while another was seven points above average. On recorrecting the papers several professors varied as much as fifteen points from the first correction.

"The other experiment was interesting also. It proved that the same paper corrected by different teachers would receive different grades, depending upon the teacher, her inclination towards leniency standards for grading or lack of them. This plane geometry paper was corrected by the teacher of plane geometry in 116 High Schools and it received the following grades: two above 90%; twenty above 80%, while twenty marked it below 60%, forty-seven gave it a passing grade while sixty-nine thought it a failing paper.²

"Stark points out four factors which produce the variability of marks.

1. Differences among the standards of different schools.
2. Differences among the standards of different teachers.
3. Differences in the relative values placed by different teachers upon various elements in a paper, and
4. Differences due to the inability to distinguish

¹ Monroe, De Voss and Kelly, Educational Tests and Measurements, 6.

² Ibid.

between closely allied degrees of merit.¹

"This should make any teacher who likes essay tests do some thinking about the method and fairness of the grades.

"Some suggestions for grading essay tests are:

1. Essay tests can be fairly objectively graded if you outline the points to be included in the answers, before you begin to correct the papers.

2. Except in penmanship classes, do not figure the quality of writing in determining the grade. If the paper is too illegible or carelessly written, return the paper to the owner to be recopied.

3. Except in Spelling and English classes, don't deduct any for misspelled words or sentence structure. If the paper is too poor in these respects it should be returned to be rewritten.

4. Grade each question separately, add the total points on all questions and translate into a grade or note the points made, in the record book to be averaged in with other similar work, as would be done with objective test scores.

"The main arguments for the informal objective tests are: the answers are either right or wrong, which greatly adds to the ease of correcting and the fairness of the test. This test is also much faster to administer and to correct.

"The main arguments against objective tests are that they are relatively difficult to construct. The second adverse criticism is if this type of test becomes the sole or most

¹ D. Stark, Educational Measurements, 8.

common type, we will be depriving the pupils of their opportunities to develop the ability to organize and express their ideas.

"This shortcoming can be overcome, however, by substituting the opportunities for organization and expression of ideas in reports, oral and written, which are not prepared primarily for grading, and measuring knowledge, but for that much more important reason, namely the development of the individual.

"The time required for making the test is small in comparison to the amount of time required for correcting the essay type test.

"The arguments in favor of standardized objective tests are that they have been more scientifically prepared, their questions are in order of difficulty, their results should be more valid and their scores more reliable. Another fine point in their favor is the time teachers are saved by not having to develop their own tests.

"Adverse criticisms of them are their expense, although the cost is becoming more within the reach of the average schools as the competition increases. Another objection to them is that some teachers become more interested in coaching their classes for the test than in teaching the important objectives of the course. The third objection is that these tests do not always test the things the teacher wishes to test. Of course, any teacher should expect to supplement the standardized tests so as to measure the amount of teaching or learning on any unit of work.

"In making or selecting tests, teachers should keep the following criterion in mind:

"Validity shows whether the test measures the things it is planned to test. For example, a thermometer measures the temperature, not the air pressure. To be truly valid a test should begin with work so easy that every pupil can answer the first parts and increase in difficulty until no pupil can completely answer all of the questions. A test that a pupil can completely finish does not accurately place him, for we do not know how much more he could have done.

"Reliability shows how dependable the test is, as a measure of growth or development. It must not vary in its results from time to time. Reliability of a test depends upon the amount of objectivity and subjectivity that enter into the test. The more objective it is the more reliable will be the results of the test, for the personal element is cut down as the objective element displaces it.

"Reliability requires a good sampling of the work covered. The more questions a pupil is asked the more nearly the teacher can come to determining the actual amount of his knowledge. A test of four major questions is much less reliable than a test of twenty small questions covering the same topics as the four questions, for determining the actual percent or number of units learned or mastered.¹ For instance, four pupils picked at random from a class, might respond to a four question essay type test in the following manner: pupil A would

¹ Dr. G. Pease, "Class Notes and Discussion of Secondary Methods", College of Pacific.

answer fully two questions, thus earn a score of fifty percent; pupil B would answer one question fully and about half of each of two others, earning a score of twenty-five percent; pupil C would answer three questions satisfactorily and would get seventy-five percent; while pupil D might answer all four questions satisfactorily, by having given enough of an answer for each question to receive full credit, so he would get one hundred percent.

"The spread of apparent mastery or learning is from twenty-five to one hundred percent, a range of seventy-five percent.

"Now, if the same pupils were given a test covering the same field of information, but the four former large questions were each divided into five smaller questions requiring a definite answer, the same four pupils would have shown a much more uniform amount of knowledge. Pupil A would have answered all of the first ten questions and his score would have remained the same fifty percent. Pupil B would have answered perhaps two of the first five, all of the next five and two of the next five, with a rating of forty-five. Pupil C would have answered about four small questions of each of the first three questions which would have earned a score of about sixty percent. Pupil D would have answered about four questions of each of the main units which would equal about eighty percent. The spread of apparent learning by this method would have been from forty-five to eighty percent, a spread of thirty-five percent as compared with a spread of seventy-five by the first method.

"Professor Ruch has determined that two hundred items of five response possibilities can be administered in forty minutes.¹

"True-false, yes-no, etc. type tests can be given as rapidly as ten questions per minute.²

"Obviously these tests are much quicker to give and to correct than essay type tests.

"Now that we have considered tests, we must consider the best method of translating the scores into grades.

"According to Burton, the principles that should control the construction and operation of an adequate grading system are:³ & 4

1. For administrative purposes, as promoting, reclassifying, etc.
2. Parents' and pupils' information.
3. Data that can be used for comparative teaching efficiency.
4. To stimulate effort of pupils and teachers.

"To make grades useful they must be comparable. Such grades can be obtained only by objective means and the sincere co-operation of the teachers.

"It is necessary for all to have certain criteria in mind

¹ Dr. G. Pease, "Class Notes and Discussion of Secondary Methods," College of Pacific.

² Ibid.

³ William H. Burton, Supervision and the Improvement of Teaching, 289-290.

⁴ William H. Burton, and Others, The Nature and Direction of Learning, 5-6.

at the time of grade making in order to have a reasonable degree of standardization. This standardization can be best developed by considering the probable or normal curve of distribution.

"In groups of one hundred or more of unselected pupils this method of distribution will work very satisfactorily.

"Since the trend in school administration is to minimize the percent of failures in our schools, the curve is necessarily skewed toward the upper end. This does not mean that the percent of A's will be raised, however. The percent of B's will be increased slightly, the C's will absorb some of the D's and the highest of the E's become D's.

The commonest curves of grade distributions in our country:^{1, 2, 3}

A	B	C	D	E
3 %	22 %	50 %	22 %	3 %
10	20	40	20	10
7 x	24	38	24	7
7 xx	25	45	20	3

" x The theoretical curve we use as a guide.

" xx The approximate curve we actually develop as a result of skewing to reduce the percent of failures.

"The advantages of standardizing our grades, in addition to making them more valuable for administrative purposes are:

¹ Dr. G. Pease, Op. cit.

² Harold Rugg, A Primer of Graphics and Statistics, 75-77.

³ William H. Burton and Others, Op. cit., 530-531.

uniform grading by each teacher from grade period to grade period, minimizing the danger of ill-feelings among teachers because some are more liberal with good grades than others, aids pupils and parents to evaluate the quality of work and achievement, (an "A" should represent excellent work, whether it is made in an academic or non-academic class.)

"Now there is another theory of grading that has received some followers in this country in the last few years. It is being tried in many of the so-called modern schools, especially.¹

"This plan consists of two divisions, usually called "S" (satisfactory) and "U" (unsatisfactory). The idea behind these divisions is that pupils should compete with themselves, individually, and not with the other pupils of the class. This is a fine move in the right direction. The difficulty of its administration lies in the fact that the division is understood to be based upon the correlation between his ability and his achievements, his "A. Q."

"Many schools using this system apparently are using the plan with the old class competition idea as the basis for the division, they are simply grouping the pupils who are not failing, according to the old standards, as "S" and the few remainders as "U". In other words they are simply using an easier system of grouping and evaluating the pupils and their work.

"There is much to be said in favor of the "U-S" plan but, due to the fact that most teachers are not trained to administer the system efficiently and there is such opposition to it,

¹ Haydn S. Pearson, "School Report Cards Abolished", Newton, Mass., Literary Digest, February 10, 1934.

it seems likely that the class competition plan will be here indefinitely.

"It is true that some of the best universities are using this two point system, but educators agree generally that the universities cannot be taken as models to be imitated, in many respects. Elementary education has progressed so much more than higher education in methods and procedures.

"It is interesting to know that Miss Helen Heffernan, of the state department, made a study on report cards and grading systems in 1932-1933.

"She conducted her survey by the questionnaire method, through a very representative group of parents of school children, i. e., the California Parent-Teacher Association.

"The survey showed very conclusively that the parents prefer the five point grading scale, figured upon the class competition plan, as against the plan based upon "A.Q."

"If any of you are interested in reading more about testing and grading, I shall be happy to loan you two books on the subject: Ruch's "Primer of Statistics," and Burton's "Supervision and the Improvement of Instruction", and Burton and Others, "The Nature and Direction of Learning".

"There are many other books that deal with the subject and there are frequent magazine articles that are interesting."

III

QUESTIONING AS A FORM OF TEACHING TECHNIQUE

"The art of questioning is one of the factors which plays an important part in any teacher's success or failure. It has definite purposes, benefits and limitations. Like everything else, it must be skillfully administered if its full value is to be realized.

~~"All teachers should recognize that part of their preparations~~ for class includes some careful thought concerning the questions they will ask. They must not depend upon spontaneous questions to be developed as the class progresses.

"An inexperienced teacher should write out the main questions, at least. A teacher who has been teaching the same subject for some years will usually not need to write out the questions; oral preparations and plans will usually be sufficient.

"Pupils should be encouraged to ask questions of each other and of the teacher, this is an indication of real interest in the class. The teacher must encourage only the right kinds of questions to be asked.

"There are two types of questions the pupils will ask. One is the kind the teacher should be able to answer, whether it deals directly with the subject or not; the other is the kind the teacher could not be expected to be able to discuss because of its technical nature or because it is otherwise out of the teacher's field. Whether a teacher should know the answer or not, never try to bluff the answer. Teachers want

the pupils to be frank and they must set a good example for the pupils. Always find the answer and give it to the pupil or class.

"A teacher must adapt the number and kinds of questions to the needs of the class. In order to do this, the teacher must consider these facts:

1. The nature of the subject matter.
2. Age and development of the pupils.
3. Purpose of the recitation.
4. The size of the class and the length of the period.

The purposes of questioning can be summed up in the following four groups:

1. Testing: To discover the weakness of the class as a whole or as individuals, as to their familiarity with the subject matter, to see if they have a correct understanding of the content, and to be certain they are using the correct methods of approach and thinking.

2. Teaching: To ascertain what the pupils know and understand before the topic is taught. Questioning is also to get the pupils to thinking in the new subject matter and in applying that material. Under this heading we may also include questioning to discover the interests of the pupils, as this aids in the selection of points or topics for special emphasis. Questioning furnishes incentive for careful preparation by making a careful check-up; to give organization to the material studied, and to direct attention to the important phases of the work.

3. Drill: Drill questions are good for emphasizing the important points of a lesson or unit of work. It does much to clarify the thinking and to organize the facts in the pupils' minds. Effective drill must be snappy and definite of relatively short and frequent periods.

4. Review: Review is the technique for making certain that the information to be mastered has been well learned. Make the review questions take on the aspect of an overview, a different angle or approach. The mastery of the content is really tested by the pupils' ability to make generalizations from it; to reassemble the facts and apply them in new situations.

"Now that we have discussed the reasons and purposes of questioning, let us consider the nature of good questioning.¹

"Questions must be stated clearly, they must be brief and direct. As: How do forests influence erosion in the mountains?

"They must be adapted to the age and maturity of the class. For instance, both the sixth and eighth grade study Europe, but the questions must be worded on the level of each class. It is very poor pedagogy to talk over the heads of pupils or so simply as to insult them. Too often the questions are in unnatural vocabulary and above the reasoning of the pupils.

"Make the questions free from the organization and terminology of the book. A good way to do this is to leave the book

¹ Karl R. Douglass, Modern Methods in High School Teaching, "Questioning, Assignment, and Review Procedure", Chapter II:

unopened during the class discussion, referring to your prepared notes, only. As, Explain to us what a pronoun is and name five pronouns.

"Thought provoking questions are to be used frequently. Questions that are a challenge to the pupils are stimulating. Problem questions develop the reasoning ability of the class. As: Name the presidents of the United States who had been in military life before their election.¹

"Fact questions should be asked occasionally although this is the most overworked of any type of question. As: Name the Pacific Coast States.

"Questions that call for thought, interpretation, and organization of ideas represent a superior type. As: How does the policy of the original Monroe Doctrine compare and contrast with the "Monroe Doctrine" of Japan in the Orient?

"In contrast to the good types of questions for teaching purposes above are the generally poor ones:²

"Direct queries, requiring the remembering of a single fact.. As: The inland port of California is _____.

"Alternative questions, which tend to develop guessing. As: Is ran a verb in present or past tense?

"Suggestive questions, in which the answer is hinted at in the wording of the question. As: Lincoln was a great president, was he not?

"Questions which use the wording of the text. As: In a

¹ Karl R. Douglass, Op. cit., 38.

² Dr. G. Pease, Op. cit.

right triangle the sum of the squares is equal to what else?

"Questions which call for one word answers are poor, generally. As: Narrow necks of land extending into large bodies of water are called _____.

"Vague and indefinite questions usually develop pupils into the habit of giving vague and indefinite answers. As: So often, too many people seem to take little or no interest in politics and civic activities. What do you think about that?

"Questions that are too long and involved in their wording are poor. As: Compare the Belgian army and its activities from the beginning of the World War until the signing of the Armistice, with the armies of Austria and Russia.

"Those questions that are too general are of little value. As: Describe the climate of North America.

"Let us now discuss the manner and procedure in questioning.

"The teacher must ask the questions in a calm, pleasant, conversational tone of voice. Many pupils develop a dislike for a teacher because of the explosive or demanding tone in the voice at the time the questions are asked.

"Try to have your voice well modulated and have your questions so well planned and arranged that you do not have to repeat or re-word them. If it is occasionally necessary to do this do it as graciously as possible; the pupil is probably somewhat confused as it is, and an unfriendly gesture or remark do not help matters.

"The pace of the question should be adjusted to the nature

and purpose of the question, ie. drill questions should be asked faster than the thought questions. The relative familiarity of the class with the material is also to be considered in determining the pace of the exercise.

"Always ask the question to the class as a whole, pause long enough for them to prepare their answers, and then name the pupil who is to answer the question. As: Name the five sense organs..... . Mary. Be careful that a certain few do not have the floor the most of the time. ~~Never name the pupil who is to recite before asking the question to the class as a whole.~~

"Have no definite order of calling upon the class. This stimulates all to keep awake. Do not call upon each pupil once before calling upon some of them two or three times, thus pupils who have recited once will not feel they are through until their turn comes again. See that each pupil is called upon about the same number of times, however, during the week.¹ Do not rely upon the questions to keep the pupils' attention, although it is a big aid.

"Do not pursue a pupil with a series of questions. If the purpose is to teach, however, and the rest of the class is benefitting, it is all right. It should not be done as anything but a teaching technique.

"Have the pivotal questions well planned and try to reflect your personality through their freedom.

"The treatment of the responses is as important as the art

¹ Karl A. Douglass, Op. cit., 40.

of questioning, by the teacher and the members of the class. Both should be attentive to the one answering. They must be polite, and there should be no raising of hands until the pupil has sat down, if at all.¹

"The amount of approval or disapproval shown by the teacher should always be moderate and should further be governed by the amount of thought required in order to make the recitation.

"Just as you try to refrain from repeating questions so should you try to have everything in the room so favorable that the answers will not need to be repeated. There is no need, usually, for repeating either; it is a matter of habit with the teacher that will quickly carry over to the class.

"Giving advance approval or disapproval should not be practiced. Some pupils start their recitations in a timid way and quickly take their cue as to the accuracy or inaccuracy of the lead from the teacher's expression, smile or frown. These pupils are generally not careful students, they aim to get by through bluffing. They are receiving two chances to recite, a habit which is poor for them and unfair to their classmates.

"It is a poor practice, generally, to pass answers around the class for criticism.

"Train the class in good habits of thinking and English, encourage complete sentence answers.

"Teach the pupils that you will not accept anything from them except their very best and you will find the standard of the class will raise noticeably.

¹ Karl A. Douglass, Op. cit., 43-45.

"For those who care to read on this topic I suggest the following books which I have, there are others that are very good:"

Burton, "The Supervision and Improvement of Teaching".

Douglass, "Teaching in the Secondary School."

Colvin, "An Introduction to High School Teaching."

Waples, "Procedure in High School Teaching".

IV

EDUCATING BY CAMPAIGNS

Principal: "This general meeting is planned to introduce the idea of presenting and selling education, not included in the curricula, to the pupils.

"Although the primary aim of the school is to develop the pupils, we must include and concentrate upon certain definite fields of endeavor, in order to assure the pupils that they will receive the broader experiences intended for them.

"From time to time new subjects or courses are added to the already over-crowded curricula until they become too unwieldy to be efficiently taught. Then a commission sets to work, evaluates each subject, combines some and removes those of least importance from the curricula. Such was the case about a decade ago in California. Our elementary curricula included twenty-seven subjects. The commission which worked to reduce the number of subjects succeeded in cutting the total number of subjects from twenty-seven to thirteen. It is true we still have most of the original list in some form of combinations, as morals and manners.

"There are many important things that pupils should be taught that are not receiving much if any instruction at all. Since those topics are not definitely outlined to be taught most of us overlook them more or less or entirely. Some of them are referred to indirectly or vaguely in State, County, or City manuals as appropriate topics for indirect teaching or incidental teaching. Too many things that are listed for

incidental instruction receive accidental instruction.

"It is therefore suggested that we present to the pupils some of the points that we decide are most needed by the pupils of this school, that are not receiving special instruction in any class.

"The idea for this work is this; we shall group ourselves into pairs, who shall act as committees to develop and present one of the chosen subjects. These presentations are to be made before the student body, as an opening exercise on alternating Mondays. Each committee shall also be expected to include in its plans some definite program of follow-up work. In other words, we are after more than a few minutes' entertainment, although this alone would perhaps justify the time, when you consider the experience given the actors and the audience.

"These topics have been thought of as a typical group of campaign subjects: School Spirit, Better English, Posture, Attendance and Health, Cleaner Yards and Building.

"What do you think of this idea and those as topics? Please be frank and all express yourselves".

Miss Doe: "I think that is a very fine idea. I am especially interested in the Posture and Health topic."

Miss Brown: "I am very much in favor of it, too. I should like to see the whole school working for two weeks on Better English. It would be a big help to the pupils if all teachers insisted on good English in all of their classes. I don't mean to be too critical, but I imagine most of us are too often so interested in our particular subject and the idea of putting it over that we do not correct the mistakes the

pupils make in grammar. I know I have been guilty of that crime, and I venture most of us have been."

P: "That is a good criticism and suggestion to come from a teacher who is not assigned definitely to the teaching of English. It shows that we have a greater responsibility than merely teaching a subject to which we are assigned to give the formal instruction. After all we are teachers of girls and boys, not subjects."

Miss White: "This is a splendid idea and I am for it. I wish to suggest that we use the Personality and Character traits which are listed on the pupils' report cards as the first list to be worked on. So many of the pupils seem to have little or no idea of our interpretation of these points. Some have wrong impressions, entirely. Undoubtedly, other teachers have found the same to be the case in their classes."

P: "I think that is a fine suggestion. Let us hear from some of the rest of you."

Mr. Rich: "I agree with Miss White. We should help the pupils to interpret those traits."

P: "Very well, shall we start on a campaign and take the traits first?"

Miss Green: "I don't know how the others feel, but I would appreciate having a general idea of how one of these topics should be developed. May we consider that, now?"

P: "Perhaps that will help the first committee or two. We do not want to make these stereotyped, however. They will be more effective and impressive if each one is as different from the preceding ones as possible. Naturally the very

nature of the topic will vary the type of presentation and follow-up program.

"Will you help me make a list of the traits on the card, please?"

"Yes, they are: Industry, Thrift, Courtesy, Sportsmanship, Punctuality, Reliability, and Leadership. I think we should use Initiative as a synonym of Leadership. Leadership is like Service, it has been overworked.

"Shall we plan an outline for Leadership? We should set up a general principle for each topic and then we can apply this in as many situations as seem advisable.

"Who will start us out?"

T: "Let us define Industry, according to Webster. 'Industry is the steady application of business or labor; productive labor. Industrious is characterized by diligence or industry; hard working'."

P: "How can we apply those definitions?"

T: "Have a number of pupils make the application. They might act out a schoolroom scene in which some industrious pupils are fine pupils and get their lessons well done, while some others are not. Show some of the predicaments that the unindustrious get themselves into and the contrasting rewards that come to those who earn them, in the way of happiness, etc.

P: "What do you think of that for an idea?"

T: "That is an excellent suggestion and it has fine possibilities for effective development."

P: "That is enthusiastic support. How would you two like to develop that topic for the first one, for two weeks from

this morning?"

T: "I'm for it.. How about it Miss White, can we do that?"

Miss White: "You can count on me."

P: "Well, we can report progress. Now for the follow-up part of it. The committee should outline something definite for the homeroom teachers to emphasize in the ten minute guidance period each morning. Who has a suggestion as to how to do that?"

T: "Why not take one or two of the points in the program, each day, as the part for that day's emphasis?"

T: "I think that is a good idea. The committee should make a copy of the particular points for each day, for each room, or list all points on one sheet and date the topics to be discussed."

P: "That is fine. Are there any questions?"

"I will post a form on the bulletin board, with the topics and their dates for presentation, please organize yourselves into committees and sign up for the topic of your choice."

.....

The topic of Industry was developed by two seventh grade teachers and some of their pupils. The following is a summary of their campaign:

Auditorium

Pupil: "Good-morning, fellow students. The pupils of the seventh grade have prepared a short one act play for you. The title of this playlet is "Industry". Before the curtain is drawn, however, I want to say a few words to you about Industry

and what it means.

"Do you know that industry is among the important traits that are listed on your report cards? Do you know that it is there because the teachers know that Industry is one of the most valuable traits we can develop? Do you realize that the teachers spend a lot of time on your report cards because of the importance that their ratings should have in the way of making us try to make the most of our opportunities? This is the way to become successful.

"Industry, according to Webster, 'is steady application of business or labor, it is productive labor'.

"My classmates are now going to show you the difference between industrious and lazy pupils."

The stage was set to represent a classroom. The pupils had assembled for the morning, some of the pupils quickly checked the assignments and settled down to work while others, who had not paid attention, had to ask the teacher questions and wasted time in various other ways.

The teacher found it necessary to send a messenger from the room. She naturally called upon a pupil who had his work well prepared. Several other little tasks were assigned pupils who were industrious and well behaved. In no case was a lazy pupil asked to do anything except the regular classroom work.

The audience understood that some pupils are dependable and industrious and others are not, and they saw that only the deserving are offered special privileges and responsibilities.

The pupils left the assembly feeling very stimulated.

The follow-up program consisted of a large chart for each

classroom, with the following outline for discussion:

Industrious Pupils

1. Are happier
2. Are attentive to class and teacher
3. Keep out of mischief
4. Start to work immediately
5. Finish work completely, on time
6. Do not give up
7. Do not waste time
8. Set good examples for classmates
9. Are not kept after school
10. Have little homework.

CHAPTER III

THE GROUP OR SUBJECT TEACHERS' CONFERENCE

A conference of any particular group of teachers is intended to meet particular problems confronting that group only. Teachers and supervisors have found that there are many problems and difficulties typical of one subject or group of subjects that do not arise in another subject or group of subjects. They have also discovered that there are problems common to certain grade levels that are not commonly found in other grade levels. Then, too, they have come to realize that the same difficulties cannot be corrected in identical manners in different ages of children.

Last, but by no means least, teachers recognize there are types of teachers, the same as there are types of all other humans, and that certain types of teachers have types of problems that are characteristically problems of those teachers.¹

Poor teachers have problems that seldom or never bother the good teachers. The problems or weaknesses of the weak teacher are generally knowledge of subject matter; technique of teaching; personal characteristics, and discipline.²

In general these group problems are distributed over such common types as: discipline (various ages and grades have varying stages and types); discipline in the activity classes, in the academic classes; subject and grade objectives;

¹ Frank W. Hart, Teachers and Teaching, "Teacher A," p 131; "Teacher Z", p. 250 and "Teacher H", p. 287.

² A. S. Barr, Characteristic Differences in the Teaching Performances of Good and Poor Teachers of the Social Studies, 116.

correlating and integrating the work of a grade horizontally, so that all teachers of a given class do their best to choose and direct the activities of the class in such a way as to make for the greatest benefits for the class. Integration from one grade to the next in any subject is also a problem for the group; as well as organizing the work in a new course of study.

Teachers of spelling have particular problems that seldom if ever come to the attention of the shop, physical education or music teacher, or perhaps some of the other more academic teachers. Perhaps the spelling teacher finds that he has to do much in the way of vocabulary drill. He may find that the problem of honesty has to be met, as in interchanging papers for correcting, or he may find some pertinent problems in the teaching of how to learn to spell.

Obviously such problems belong to a group of spelling teachers only, and the other departments should work out their problems together, eg., what is the best method of supervising the rest or curtailed activity group?

The personnel and character of such groups will naturally change frequently and must be kept flexible.¹

These meetings are more successful when some of the teachers feel their need and request such a discussion group. Naturally they appreciate more keenly their needs when they have already become aware of them than when the principal tries to sell them the idea. If they are aware of the need of a

¹ Ellwood P. Cubberley, Op. cit., 466.

meeting they are more receptive to suggestions. The principal cannot wait, however, for the teachers to request such a conference if he knows there is a need for one.

On the contrary, if the principal realizes there is need of meeting a group of teachers, he speaks to the teachers that he cares to have come, in advance, so that they may clarify their problem in their own minds and list any questions they may have.

The principal takes the chair, always, in these meetings and conducts them in a discussion method not unlike the method used by college professors at summer school methods courses.¹

We try to get right to the root of the problem, analyze the situation and develop a constructive and definite course of procedure to follow in the future.

Although the principal is the leader in these meetings he must remember that he cannot be too autocratic if the best results are to be realized from these meetings. The meetings are most successful when the teachers are led in the discussion to think out their own problems and to find the most practical solution to them.

The principal must always have a well prepared program to suggest in case the teachers fail to develop what the principal wishes to have developed. Sometimes he will have to diplomatically yet firmly insist that certain practices in teaching or acting be substituted by others. He will then have to insist that these newer methods be given a fair and complete trial,

¹ Ellwood P. Cubberley, The Principal and His School, 467-8.

before they are to be discarded.

The leader must always be prepared to offer some relatively short articles or chapters that deal very definitely with the problem under discussion, or he may offer a demonstration of the method in question, or name some teacher who is doing that work exceptionally well, for the teachers to visit, either in class or out.

Group meetings or meetings of special professional groups are considered the most valuable type of teachers' meetings, and are rated as the second most valuable supervisory means of teacher improvement. The other types of teachers' meetings, named in order of value and extent of use, are: principal's meetings, committee meetings, pre-school meetings, and general meetings of all of the teachers of the entire school or system.¹

Teachers greatly prefer practical illustrations to theory. They seem to want to always see someone demonstrate the method rather than to simply have the demonstrator discuss the method.

Demonstrations are fine, if not overworked.²

The Eighth Yearbook³ points out, Beginning teachers especially need to be shown how to organize the materials of instruction; how to handle the materials before the class; how to arouse and maintain the interest of the pupils; how to adapt professional training to actual classroom conditions; and how to gain the sympathetic cooperation of the pupils in the class recitation.

¹ Eighth Yearbook, Department of Superintendence, "Types of Supervisory Organization", Chap. IV, 85.

² Eighth Yearbook, Department of Superintendence, "The Training of Teachers in Service Through Supervision", Chap. X.

³ Ibid. 277.

They must be discussed before hand for the best results, however. The introduction is the same as directed observation; the observers are advised of the particular points to watch for.

After the demonstration, the group should discuss the observations and be sure to emphasize the underlying principles involved, for that is the real bases for future growth.

In 1925, Baltimore developed a new plan for the training of teachers in service through a series of demonstration lessons and conferences.¹

We have too many teachers who are teaching just like someone they observed. Usually such teachers fail because they are not of the right personality to teach like the teacher they observed.²

Evaluation of Group meetings. N. E. A. (Notes Supplement 109)

Some of the group meetings we have held most frequently are: pupil adjustment, pupil classification, pupil promotion, meetings for integrating the work of the intermediate grades, Red Cross organization, nature study integration, social science activities and continuity organization, health education program, social activities, routines of passing pupils and materials, standardizing on method, as when two methods of teaching subtraction are found to be in vogue.

* Four group conferences are discussed in the appendix.

¹ Eighth Yearbook, Department of Superintendence, Op. Cit. 278.

² Dr. George C. Kyte, "Techniques in Supervision", (a lecture at Bay Section Ele. Principal's Association. Nov. 4, 1933.)

CHAPTER IV

GROUP MEETINGS OR CONFERENCES

These conferences are not stenographic reproductions but are rewritten as accurately as can be done from memory.

IMPROVING THE NATURE STUDY CLUBS BY A MORE

DEFINITE CURRICULUM

Fifth and Sixth Grades

Principal: "The need for a definite course of study in natural and physical science has been felt for some time, and the machinery of production is being oiled to produce a State program, with a text and a manual for assisting in the instruction of the subject.

"We have been working in this field, using nature study reels, Nature Magazine, the best science books from the library, and all other source materials we could procure.

"The pupils met once a week, for a forty minute period for this instruction, in the fifth and the sixth grades. They were organized into clubs, with the regular club officers, common to such organizations. The pupils gained a great deal in the art of self-expression and Parliamentary procedure, and undoubtedly gained considerable benefit from the studies and discussions that were carried on.

"There was no definite program of topics to be taken up in the various grades, so the clubs were doing the best they could by studying the subjects that interested them most. Needless to say, these topics were usually seasonal and hence of much interest and value.

"The idea this year, though, is to put the following program into operation. It has distinct advantages over the older plan in that the topics have been scheduled according to the seasonal interests and the accompanying benefits. It includes some important units which the pupils have not hitherto studied, but which they should study and enjoy. The topics have been graded so that the simpler and basic units will be studied in the fifth grade and the more advanced ones are to be studied in the sixth grade.

"It is not expected that this will be adopted without some alterations. In fact, it will be very disappointing to me if you teachers don't make a lot of criticisms of it, as you begin to use it. If you accept it without comment, I shall be forced to feel you are in a rut and willing to stay there, and I know that is not the case.

"This is what I wish you to do: Take the program we have outlined, and follow the topics in order and keep about to the time schedule. Use the sub-topics only as a suggested outline, they by no means exhaust the field. As you progress, please make notations of recommended omissions, alterations or additions, so that we can revise the program at the end of the year in the light of your experiences and criticisms.

"The plan is for the fifth grade to study the following units:¹

¹ E. L. Palmer, Fieldbook of Nature Study. (Many helpful suggestions were obtained from this book, for this course of study).

1. "Climate and Weather. (Sept. to middle of Oct.)

"Include the seasons, winds, clouds, quarters of the moon, the signs of the zodiac and their meaning. Keep a temperature chart for a week, taken hourly and supplemented by the United States Weather Bureau, and graph the weather for a month, as to clear, cloudy, stormy.

2. "Study and Make Indoor Winter Garden. (Finish by Thanksgiving)

"The preparation for this will include the study of moss, ferns, soils, plant-foods, fertilizers, and the influences of water, heat and sunlight on plant growth.

3. "Rocks, their types and formations. (Dec. and Jan.)

"This will include a study of all the rocks that the pupils can bring to school.

"Classify the rocks into the main divisions, ie. lava, granite, marble, slate, graphite, hornblende, shale, quartz, gypsum, flint, conglomerate, mica, asbestos, etc. and have the pupils learn the relative commercial importance of each, their abundance and where found.

"A stimulating project will be an exhibition of the stones, with the notes concerning each, the preparation of which will make a valuable study.

4. "Plants. (Feb. March and half of April)

"Learn how seeds sprout. Use a window box or some seed box in the classroom, which can be easily planted and observed. This is the classroom laboratory for this unit.

"Plant a few seeds to observe the sprouting or germinating process.

"Reset plants as tomatoes and pansies.

"Teach how to correctly thin plants in the seed bed or row, also how to cultivate and care for growing plants. (Use plants most familiar to the class, if possible.)

"Plant the various types of plants, ie. annuals (vegetables or larkspurs), perennials (delphinium), biannuals (galardians), and bulbs (China lilies). A violet should also be observed to learn how it reproduces, (under the ground, the bloom has nothing to do with the reproduction).

"Encourage each pupil to raise a home garden of vegetables or flowers, or both. This will stimulate interest and will enable some to discover that gardening is an enjoyable avocation or vocation.

5. "Local Birds. (Middle of April through rest of term)

Classify the local birds the following way:

- a) That feed in the air. (barn swallow and peewee)
- b) That feed among trees and shrubs. (humming and bluebird)
- c) That feed on the ground. (English sparrow and meadow lark)
- d) That feed along waterways. (ducks, sandpiper and plover)
- e) That feed on waste, scavengers. (Crow and turkey vulture)
- f) That prey. (Screech owl and hawks)
- g) Domestic birds. (chickens and turkeys)

"Have pupils learn to recognize these birds, their songs and calls, their nests, where they build their nests, and the number of eggs laid by each kind of bird.

"The class should learn some of the Federal and State laws pertaining to the protection of birds, as the idea of hunting seasons, and the fines for taking bird eggs.

"This should also be applied to other units where applicable, as in the study of wild flowers, and trees.

.....

Sixth Grade Topics

1. "Insects and their kin. (Sept. and Oct.)

Classify them as follows:

- a) That feed on trees and shrubs. (caterpillar and lice)
- b) That feed on low plants. (army worm, and squashbug)
- c) That feed on or beneath the ground. (cutworms and sowbugs)
- d) That feed on waste, scavengers. (house flies and ants)

e) That feed on insects or animals. (mosquito and spider)

f) Of direct economic interest. (bee and silkworm)

"During these two months the pupils should learn to recognize the most common insects of each type mentioned. He should become familiar with the insects, their signs, their economic value, and the best method of controlling their spread or reproduction.

"The wealth of specimens for this unit is almost limitless, and you will find the pupils enthusiastic about the topic.

2. "Earth Study. (Nov. and Dec.)

I. "Weather

a) "Thunder and hail storms, rain.

b) "Predicting the weather.

1. "Scientific methods and services, ie. barometers, thermometers and United States Weather Bureau. Services to commerce, farmers and aviation.

2. "Unscientific methods, ie. sky color and winds. Study clouds and their significance. Make a daily weather forecast for a month and compare the predictions with the actual weather as it is.

II. "Rocks and soils.

a) "Crystal study, use salt or sugar. Prepare the life story of two types of rocks.

b) "Influence of sediment on the value of farm land, land formation by sediment, as the Delta region.

"This unit can be made very interesting and practical. Have a committee bring reports from the Federal weather bureau. Have another group get reports from a local barometer and thermometer. Discuss the less reliable unscientific methods and show the pupils how accurately the weather can be

predicted by scientific methods.

"See that each pupil has the thrill of seeing salt, sugar or a flake of snow through a microscope.

"The value of decayed and ground rock, commonly called silt or sediment, can be practically demonstrated to the pupils by comparing the potato crops in other parts of the world with the production of our own Delta Region.

3. "Mammals. (Jan., Feb., and March)

"Classify as follows for studying:

"a) That feed in the open air. (bats)

"b) That feed among trees and shrubs. (Gray squirrel and opossum, at night)

"c) That feed on the ground. (cottontail and deer)

"d) That feed along waterways. (muskrat and mink)

"e) That feed on waste, scavenger. (common mouse or rat)

"f) Preying animals. (red fox, dog and cat)

"g) Domestic animals. (cattle, sheep and horses)

"This can be developed into a very worthwhile unit and it is one in which the pupils will show a great interest. Encourage true stories of the experiences they or their parents have had.

"Aim to have the pupils recognize as many of these more common animals as possible. Good pictures greatly aid in impressing the pupils with the animals under discussion.

"Encourage the class to visit the zoos and farms and to report to their classmates on the most interesting animals seen.

"This also provides a wonderful opportunity to teach kindness to animals through a better acquaintance with them.

4. "Wildflowers. (April and half of May)

"a) Make an individual flower press for each pupil.

"b) Learn how to press flowers correctly.

"c) Learn the names and as much as possible about each flower pressed. Use nature books and magazines. Have a memory contest at the end of the unit's work.

"d) Learn the parts of the flower.

"e) Learn when and where to look for each flower.

"f) Have an exhibit at the end of the unit of all of the pressed flowers and notebooks.

5. "Trees.. (Rest of May and June)

"Those who are especially interested in continuing the study of birds, which was begun in the fifth grade, should be permitted to do so, but the following outline is intended for the majority of the class:

"a) Sugar producers. (maple, apple, grape and strawberry)

"b) Nut trees, fat and oil producers. (birch, poison-ivy, almond and walnut)

"c) Timber and pulp producers. (pine, hemlock and ash)

"d) Ornamentals. (juniper, maples and Virginia creeper)

"Pupils should learn to recognize trees by their shape, size, leaf, bark, cones, if any, needles or fruit. They should know in what regions of the country and in what altitudes and climates they grow.

"Exhibits are always in order. Collect leaves, cones, needles, specimens of wood, bark and pictures that will be of value.

"Stress the importance of conserving our forests and of planting trees on Arbor Day.

6. "Birds. (Continued from the fifth grade, for those who are especially interested in ornithology.)

"Study of the migratory birds:

"a) Where do they winter? summer?

"b) Recognize their features, their nests, their call.

"c) How do they differ from our local birds?

"d) How are they similar to our local birds?

"e) Gather feathers and pictures of them and have an exhibition."

MAKING PUPIL ADJUSTMENTS THROUGH GROUP TEACHERS' MEETINGS

Principal: "We are meeting this afternoon to study and discuss ways and means of making better pupil adjustments. One of the first steps in this task is to be aware of the need of such adjustments. Certainly we are conscious of this condition in our school. Perhaps we will find the condition even more prevalent and chronic than we have imagined, if we make a thorough analysis of our pupils, who are not doing the amount and quality of work expected of the class.

"This should be one of the most important types of meetings that we have. It is to be held the Monday after 'reports' are sent home to the parents. The specific aim of this meeting is consider and make the necessary adjustments of any pupil needing such adjustment.

"As you know, this school operates on the 'X,Y,Z' plan. The pupils are segregated into homogeneous groups as determined by these agencies: the judgements of the five teachers who teach the pupils, results of intelligence and achievement, tests, standardized subject tests, school grades, social age, educational age and physiological age. The reason all of these factors are taken into consideration as the bases for classification, is that the child is considered both objectively and subjectively, to the point that more satisfactory results are obtained than by the use of either one of the aspects, alone.

"There are three main divisions in the program of

adjusting, although, as teachers of girls and boys, rather than teachers of subjects, we must always be awake to the need and take advantage of that realization, to make small and frequent adjustments in our classes, through flexible assignments, standards of achievement, and such other methods and devices that are necessary for the best development of each individual. After all, we have, not three levels of pupils in each grade but as many levels as there are pupils.

"The steps in making our classes as homogeneous as possible are to be as follows: The school year is to be divided into the following periods and definite information is to be ascertained and sent to the parents concerning their children at these times.

I. "There are to be four periods of nine weeks each, in the year. At the close of each quarter, a complete report of each pupil is to be compiled and taken, by the pupil, to his parents. This report is to include the academic ratings and the more important part, ie. his personality and character development, as measured by all of his teachers.

"Form 'A'¹ is to be sent to the class teacher by the homeroom teacher for the pupils' grades. The homeroom teacher then will copy each pupil's grades from 'A' to the home report card. Form 'B'² is to be sent similarly for the pupils' personality and character ratings. The homeroom teacher will send a copy of form 'B' to each class teacher and then she is to

¹ and ² Forms at end of this section.

average each pupil in each trait and this is the rating that will be put on his report card.

"Form 'C'¹ is the report card which is to be sent home to the parents.

"These four periods are to be four opportunities for a pupil who is not properly classified to bring his maladjustment to the teachers' attention. They will be four opportunities for adjustments to be made in the light of definite criteria. The adjustment may be made by a conference with the pupil and follow-up, he may be transferred to a lower or higher section according to his ability and achievement or from a regular class to the adjustment room.

Part II of this Program: "In an effort to make adjustments as soon as they definitely show their need we will also make adjustments in the way of reclassifying at the end of the fifth week of each quarter. There will probably be very few of these however, and they will be confined principally to new pupils who come to the school during the school year. They always start in the lowest section of their grade and work up as they prove their ability to do the work.

"To let the parents know that a pupil is not doing the work we expect him to do in a given grade, teachers are to survey their classes at the end of the fifth week of each quarter, send in their report to each homeroom teacher who in turn will compile all data concerning each pupil and send it home in the same manner as the report card.

¹ Form at end of this section .

"Form 'D'¹ is to be used by the subject teacher to send 'unsatisfactory pupil reports' to the homeroom teacher.

"Form 'E'² is to be used by the homeroom teacher to send the compiled report concerning a child to his parents.

"There are distinct advantages in this 'report card and note' system over the 'report card only' system. With this plan you are to check not only the fact that pupil's work is unsatisfactory but in addition, the more important feature is to be checked, ie. the reason or reasons why the child is doing unsatisfactory work. This diagnosis should be of much value to the child and the parents.

"These reports are to be signed, returned and filed as part of the pupil's permanent record.

"The third part of this work is to take place in the teachers' meeting following each of the home-report weeks. Each homeroom teacher is to bring the names and grades of academic work of her best and poorest pupils, in rank order.

"The intermediate teachers will discuss and adjust their pupils. The teachers of the upper grades will do their classes at the same time. For example, the poorest pupils in the 'seven X' class are to be compared with the best in the 'seven Y'. The proper adjustments are to be discussed and after a thorough study of the situation, objectively, decisions are to be made for the best adjustment of each individual concerned. All classes are to be surveyed.

"From time to time a pupil will be transferred to the

1 and 2 Forms are at end of this section.

adjustment room or from there back to the regular classroom work, as the needs arise.

"Obviously, preparation for this meeting will require time and effort of the teachers and the meetings will be the longest of all meetings, but this type of conference will rank high in the list paying big dividends, in the way of benefits, to the pupils and the teachers. Better homogeneity should result with its recognized advantages.¹ Homeroom teachers should become much better acquainted with their pupils, in a broader sense, and will, therefore, be better counsellors for them.

"This, of course, leads us to the 'Guidance Program' and is so related to it that it is a part of it and a contribution to it.

"Any of you who are especially interested in this work can find a wealth of material on it. I have a few books that deal with the topic that you may borrow:

"Ellwood P. Cubberley, The Principal and His School.

"Horn, The Gifted Child.

"Horn, The Backward Child.

¹ Harl A. Douglass, Modern Methods in High School Teaching, 482-92.

HOMEROOM CLASS GRADE SHEET

FORM "A"

PUPILS

Reading
Literature
Grammar
Spelling
Writing
Arithmetic
Social Science
Health Dev.
Music Att.
Orchestra
Art Att.
Sewing
Manual Training
Posture
Height
Weight
Normal Weight
Days Present
Days Absent
Times Tardy

CLASS _____

CLASS TEACHER

DATE _____

RATING

TRAITS RATING SHEET

FORM "B"

TO HOMEROOM

TEACHER

INDUSTRY
THRIFT
COURTESY
SPORTSMANSHIP
CO-OPERATION
PUNCTUALITY
RELIABILITY
LEADERSHIP

Report Card

SCHOOL CITIZENSHIP

1 2 3 4

Name..... In the life of the school each pupil is afforded many opportunities to develop the following traits of good citizenship. This checking represents our efforts to assist you in developing right attitudes in the mind of your child.

Reading.....

Literature.....

Grammar.....

Spelling.....

Writing.....

Arithmetic.....

Social Sci.....

Health Dev.....

Music Attitude.....

Orchestra.....

Art Attitude.....

Sewing.....

Shop.....

.....

Posture.....

Height.....

Weight.....

Normal Wt.....

.....

Days present.....

Days absent.....

Times tardy.....

.....

.....

THERE IS NO SUCCESS
WITHOUT EFFORT

..... 1 2 3 4

Industry.....

Thrift.....

Sportsmanship.....

Co-operation.....

Punctuality.....

Reliability.....

Initiative.....

Merits.....

.....

Each child has 100 merits at the beginning of each semester. The number of merits will indicate his school conduct.

The chief factors leading to success in scholarship are regular and prompt attendance, plenty of sleep, regularity of habits, and good health. We find that when parents are actively interested in the school life of the child much more progress is made.

.....

Explanation of Marks.

A-excellent; B-above average; C-average; D-just passing; F-failing.

Teacher.....

Principal.....

CLASS TEACHERS' SPECIAL REPORT

Teacher _____ Date _____

Subject _____ Class _____

Attitude Toward Class Work:

Lazy _____

Wastes Time _____

Work is Carelessly Done _____

Copies: Gets Too Much Help _____

Gives Up Too Easily _____

Appears Not To Try _____

Inattentive _____

Does Not Finish Work _____

Work of Grade Too Difficult _____

CONDUCT

Inclined to Mischief _____

Annoys Others _____

Whispers Too Much _____

Restless _____

Discourteous _____

Irregular Attendance _____

Does Not Accept Responsibility _____

HEALTH

Appears Not To See Well _____

Appears Not To Hear Well _____

Appears Not To Have Enough Rest _____

Form E. REPORT OF UNSATISFACTORY WORK

(Sent by homeroom teacher middle of quarter)

To _____ Date 193
 _____ is not doing satisfactory work
 in the following school subjects as listed on the following
 chart. The apparent reasons for failure are also checked so
 that you may know how to best cooperate with the school in
 securing better results. We desire to work with you in what-
 ever may be done to encourage the pupil to make the most of his
 opportunity. The Teachers, Principal, and District Superin-
 tendent will be pleased to confer with you regarding the
 pupil's work.

Very sincerely,

Home Room Teacher Room No. _____

District Superintendent _____

Subject

Attitude Toward School Work _____
 Lazy _____
 Wastes Time _____
 Work is Carelessly Done _____
 Copies: Gets Too Much Help _____
 Gives Up Too Easily _____
 Appears Not To Try _____
 Inattentive _____
 Does Not Finish Work _____
 Work of Grade Too Difficult _____

Conduct

Inclined to Mischief _____
 Annoys Others _____
 Whispers Too Much _____
 Restless _____
 Discourteous _____
 Irregular Attendance _____
 Does Not Accept Responsibility _____

Health

Appears Not to See Well _____
 Appears Not to Hear Well _____
 Appears Not to Have Enough Rest _____

Parent's Signature _____

Remarks: _____

III

EDUCATIONAL GUIDANCE PROGRAM

(Grades seven and eight)

This conference is an effort of the principal to interest the teachers in Educational Guidance and to explain to them some of the many advantages it offers our school. It is a monologue in its entirety.

Principal: Guidance should be one of the main features of the junior high school grades, and the keynote of all its activities.¹ There is a definite need for guidance in our school because it is a part of the educational process. Educational guidance includes more than the guidance for vocational reasons, it includes the guidance in civic, social, and moral aspects as well.

"It is related to, but does not include, such matters as discipline, methods of teaching, curriculum making, vocational training and extra curricular activities.

"Guidance means a conscious effort to direct the activities of the pupil toward the worthy objectives of good health, good citizenship, worthy home membership, strong character, worthy use of leisure time, suitable vocation and greater educational opportunities.

"We should teach the best methods of gaining vocational information and the securing of proper standards for selecting a vocation.

¹ District Superintendent, Earl B. Shoesmith, "Educational and Vocational Guidance for West Park School". Seminar paper written at the Univ. of Chicago in July 1933. (Much of his paper is reproduced in this section.)

"Guidance should dominate the activities in the classroom, clubs, homerooms and in the assembly programs. It would be impossible to attain a truly democratic school without guidance because of the many who remain in school although they may be failures as far as academic achievements are concerned. They must therefore, have individual treatment for their individual needs.

"Many junior high schools are successfully conducting such a guidance program as I am proposing for our school. We can also have a successful program if each will catch the spirit and do his share. Although there is nothing unique about this program, still it is not identically the same as any other that I know of. Like all other phases of school work it must be modified to meet the needs and to be usable by our faculty. It will not be perfect but will help to meet a definite need as nothing else will and we shall all work to improve the organization as we improve and grow with it.

"It is not assumed that all teachers have the necessary training or experience for carrying on guidance work. It is simply necessary that each teacher accept responsibility in this work and be willing to study the problem and develop skill as we work.

"The purpose of this meeting is to describe briefly the administrative plan and a little of the philosophy for guidance in our seventh and eighth grades. There are other possible forms, but this plan seems to meet our needs and is practical to adopt in this time of school economy.

"Although our school is of the traditional eight-four plan it has the seventh and eighth grades organized on a junior

high school plan with their homerooms and elective subjects.

"It is difficult to organize a formal plan of Educational Guidance with such a small group as we have and the many duties you teachers are already assuming. It is not my intention to add another department to the already crowded program, but I do want to make the work of the homeroom teacher more effective and related by the general guidance plan. By the proposed organization and division of labor we simply give more administrative direction and coordinate the work of the several departments as now organized with more attention on educational guidance.

"The main features which are to be added are the guidance classes which are to be given so that each seventh and eighth grade pupil will have one forty minute period each week of organized instruction either with the Dean of Girls or the Dean of Boys. These two have been guiding the pupils as extra curricular leaders but they will now give regular instruction following a definite course of study which they will work out with the Guidance Committee. This course is to be related to the other phases of this program which are the daily ten minute homeroom program, the weekly forty minute period for homeroom teacher's guidance, direction and supervision of this unified program will be by the District Superintendent, and the organization and work of the Guidance Committee.

.....

Homeroom plan

"Every teacher is a homeroom teacher of a homogeneous group.

"There are two phases of homeroom teacher's activities:

1. Each homeroom group will use the first ten minute period each morning for general homeroom activities directed by the homeroom teacher.

(These activities are to be organized and planned in detail by the homeroom teacher together with student officers)

1. Checking attendance
2. Making announcements
3. Explanation of bulletins, program announcements.
4. Discussion with the pupils of special features of the curriculum.
5. Explanation of the school handbook to the class.
6. Discussion of club or other special activity announcements.
7. Observance of special days and weeks.
8. Thrift education and bank day.
9. Weekly reports of class representatives of the Student Council.
10. Giving out of report cards and answering any questions as to grading methods or rules.

"Each week a bulletin of suggestions for use in the ten minute homeroom period will be sent to the homeroom teachers from the Guidance Director (District Superintendent). The bulletins will contain matters of current school interest, program

announcements and suggestions, as the need becomes apparent, for the discussion of such topics as courtesy, kindness, safety, thrift, cleanliness, health, honesty, self-control, real patriotism--all of which tend to help the pupils form proper habits of conduct and develop character.

"When there is no definitely planned daily program for this ten minute period, the class work will start at once so that each day may begin with definite work as previously planned.

2. "Once each week the teachers of the eighth grade are to take the forty minute period following the ten minute period to have supervised study and counseling for individuals who need attention and adjustment. The seventh grade teachers are to counsel their home-room classes in study period time as scheduled on the program.

Activities for this period:

1. Interview failing pupils.
2. Assist failing pupils in arranging to make up work.
3. Assist absentees in arranging to make up work.
4. Make recommendations that pupils drop clubs or take on extra activities.
5. Discuss personal qualities with individual pupils.
6. Discuss home visits with failing pupils and

make arrangements to meet with parents either at home or in the office to make adjustments.

7. Make our reports of conferences with failing pupils and send to office.

"Each homeroom teacher will have a regular scheduled conference after school with the District Superintendent. At this time the difficulties of poor adjustments will be discussed, parents notified or other suggested remedies started. It is with the homeroom teacher that the foundation of guidance must rest.

.....

Dean of Girls

"(Girls' advisor or Counselor. Educational and Vocational Advisor.)

Duties:

1. Teach educational and occupational classes. (One forty minute period to each grade each week.)
2. Supervise school social program, assisting the principal.
3. Guide in girl students' program making.
4. Supervise girls' health and be responsible for their welfare.
5. Check attendance of girls with nurse and principal.
6. Advise girls in moral and ethical matters.
7. Advise as to proper manners and conduct.
8. Advise girls with difficult problems at home.
9. Advise on use of leisure time.

10. Help to develop home and school relationships.
11. Adjust personality difficulties between teachers and girls.
12. Help the maladjusted girl.
13. Maintain a better but simple standard of dress.
14. Adjust and orientate new girls.
15. Help collect and classify occupational information.
16. Help girls to fill and interpret self-analysis blanks,
(when requested to do so by the girls).
17. Make ratings and record character traits.

.....

Dean of Boys

"(Boys' Advisor or Counselor. Educational and Vocational Advisor.)

Duties:

1. Teach educational and vocational classes as outlined by the Principal. (One forty minute period for each grade each week.)
2. Teach and supervise health of boys.
3. Advise and train for leisure time.
4. Make ratings and record character traits.
5. Help boys to fill out and interpret self-analysis sheets, (if requested by the boys)
6. Discuss personal qualities with individuals.
7. Help develop home and school relationships.
8. Visit homes of problem boys after conference with Superintendent.

9. Discuss morality codes with boys.
10. Supervise school's athletic program.
11. Guide in boys' program making.
12. Adjust personality difficulties between teachers and boys.
13. Help the maladjusted boy.
14. Adjust and orientate new boys.
15. Advise boys with difficult problems at home.

.....

Principal (teaching 3/4 day)

"(Director of Program Clubs, Extra-Curricular Activities)

Duties:

1. Assist director of guidance.
2. Advise placement and transfer of pupils.
3. Check attendance and excuses.
4. Handle the discipline problems.
5. Supervise Student Council activities.
6. Act on Committee on guidance.
7. Supervise Club activities.
8. Teach in vocational guidance classes.

.....

District Superintendent

"Director of Guidance. (Pupil Adjustment, Parent Contacts).

Duties:

1. Supervise the formation of the master program.

2. Secure, tabulate and interpret any data which is needed for improving the guidance work in the school.
3. Have regular personal interviews with the teachers.
(One each week.)
4. Hold faculty meetings to discuss educational guidance and to explain the local problems. (Discuss spirit, purpose and means of guidance.)
5. Call and preside at guidance committee meetings. (Committee is District Superintendent, Principal, Deans of Girls and Boys.)
6. Organize and direct remedial work.
7. Investigate and assist with extreme problem cases.
8. Survey subjects and study curriculum.
9. Supervise devising and use of record forms.
10. Interview all pupils soon after they enter school to secure all possible information about them, their plans and their previous school and social achievements.
11. Assist pupils in the intelligent choice of courses and clubs in the light of their abilities, interests and future vocational plans.
12. Investigate home and social conditions affecting the progress of the child, make friendly contact with parents.
13. Secure aid and cooperation of social and remedial agencies when necessary.
14. Interview such failing pupils as may be especially referred to him and suggest remedial measures.

15. Interview graduating class and assist in making their programs for first year in high school.
16. Give tests for high school advisor.
17. Send cumulative records of the graduating pupils to the high school.
18. Give, score and record mental and achievement tests.
19. Send out bulletins to guide the Homeroom teachers and the Deans in their guidance activities.

.....

"This probably sounds as if it will be an enormous undertaking. It will be work but I believe we shall enjoy the experience and we shall be well repaid for our efforts.

"Those of you who care to read more on the Guidance work may borrow my books:

L. V. Koos, "The Junior High School". 1937.

Koos and Kefauver, "Guidance in Secondary Schools", 1932.

Other good books are:

A. F. Payne, "Organization of Vocational Guidance", 1935.

W. M. Proctor, "Educational and Vocational Guidance", 1925.

"At our next meeting, which is intended primarily for the Dean of Girls and the Dean of Boys, but to which you other ladies are more than welcome, we will discuss the guidance work to be studies in the forty minute period.

"All of you will find it worth you while to come and be acquainted with what is new in our school."

IV

EDUCATIONAL GUIDANCE PROGRAM

(Grades seven and eight)

This conference is to follow up the introductory conference (part III) which introduced and explained the Guidance program in general. This meeting is to complete the general set up and emphasize the forty minute Guidance period course of study.

"The guidance program as planned for our school includes the following three aspects:¹

1. a) Supervision of all guidance by the Director of Guidance (District Superintendent).
- b) Special case guidance where necessary and feasible.
2. Homeroom teacher guidance.
3. Special course in "Educational Guidance".

"This is the topic for our consideration this afternoon.

"In guidance work there are those who interpret the department very generally and say that Guidance is required in teaching all of the Cardinal Principles of Education, hence Guidance is Education.

"On the other extreme of interpreters are those who definitely believe in the benefits of scientific educational and vocational guidance, to the degree that they have created extensive and intensive "Guidance Machinery". These people advocate this phase of the school work to be the core function of

¹ W. R. Hoar, Op. cit.

secondary education.

"Between these two extremes of interpreters can be found the others who have sufficient interest and insight in the responsibilities as Educators, to have given the Counseling program at least some serious thought and consideration.

"Quite striking to me was the statement made by Superintendent William J. Bogan, of the Chicago Schools, while addressing the Vocational and Educational Guidance Session of the National Educational Association last summer in Chicago. In substance, this was his statement: Teachers must not take guidance work too seriously. If we can get the pupils to think about their future and their vocation from time to time, we should consider ourselves fairly successful as Counselors.

"The following Course of Study for grades seven and eight has been planned as a tentative outline, which will be supplemented and changed as experience and changing conditions deem feasible.

.....

"Vocational and Educational Reading Course

"Time: One forty minute period each week for each grade.

"Procedure: 1. Classroom reading and discussion.
2. Supplementary reading (out of class).
3. Individual scrapbook, covering the two year course, divided by semesters and units.

"Low 7th Grade:

Units: A. Learning and developing effective study methods and habits.

"Time: Four to six weeks

(It is understood cooperation in fixing these habits will be forthcoming from all teachers).

"B. Biographies:

The general aim is to become acquainted with biographies of some people who are outstanding successes.

Choice of biographies is to be made on basis of "service success", not success as measured by the amount of accumulated worldly goods.

"Biographies are to be selected from the five major fields of work, ie. Agriculture, Business, Industry, Home-making, and the Professions. As far as is feasible make choices from the three training levels in each major field, ie. the little-skilled, skilled, and the trained leader or executive.¹

"Time: Last twelve to sixteen weeks will be spent in this.

"Procedure:

"A. Girls will study successful ladies in the training levels and fields of work.

"B. Boys will similarly study successful men.

"C. Both groups will develop an outline in class, of the important qualities of these people:

1. Common to all.
2. Not common to all.

"(The lists of biographies are not listed for these

¹ Hill, Vocational Civics.

very good reasons:

- "1. Ideally, the pupils, under the direction of the Counselor, will choose a good part of their own lists.
- "2. More than one authority should contribute to the final lists.
- "3. The lists will constantly change as new people become recognized and push their way to the top.

"High 7th Grade:

"Unit: A. The Value of an Education.

"Aim: Show the relation between a good well-rounded education plus training in a specialized field of work and opportunity for successful living.

"By showing the relation between these types of education and successful people, the advantages of an education will be definitely and practically presented to the pupils.

"Show that a lack of education in one or more of these phases of an otherwise well educated person greatly handicaps him and may even keep him from a successful life.

"Time: First half semester.

"Procedure:

"Work on the bases of a well-rounded education as outlined by the Seven Cardinal Principles of Education:

- "1. Command of the Tool Subjects

- "2. Education for Worthy Citizenship
- "3. Education for Worthy Home Membership
- "4. Vocational Education
- "5. Health Education
- "6. Moral or Ethical Education
- "7. Education for Worthy Leisure.

"Aims: 1. To help pupil make self-analysis of personality and traits.

"2. To help him evaluate these in terms of assets and liabilities.

"3. To work for self-improvement on basis of his findings from the analysis.

(Undoubtedly this is one of the most important of the two years' units. Certainly everyone naturally wants to be a success and the "elements of personality and character" are more frequently the "limiting factor" in determining success than any other factor or group of factors.

"Time: Second half semester

"Procedure:

"1. Use Professor Beauchamp's "Self-Inventory of Personality Qualities" or devise one with the aid of the class.

"2. Self-test at opening of this unit and again at end of eighth grade.

"3. Be sure you gain and keep the confidence of the class to make this unit successful.

- "4. Discuss and evaluate the qualities of Beauchamp's test, the test the class devised, and such other lists as are available, as the one by Superintendent Hamilton, Oak Park Junior High School, Chicago. (That list will be prepared in time for you to use.)
- "5. Study the results of having these traits under control or not under control.
- "6. Show that a person's status is largely determined by his traits and his control of them.
- "7. Review some biographies of the first term and attempt to analyze the traits of each which made for success; which limited advancement.

"Low and High 8th Grade:

"Unit: : A. The Choice of a Vocation.

"Aims: 1. Get pupils to begin exploration of some of the five to six thousand jobs most common in our work-a-day world, especially to analyze the jobs into the five major fields of work.

"2. To aid pupils to find their potential abilities for a vocation.

(The wise counseling of those who are attempting to find what occupation they are interested in, as a means of establishing themselves on an economically independent foundation, is one of the most serious and important tasks anyone can

undertake.)

"Time: Full year except the last six weeks.

"Procedure:

- "1. See that the most authentic, up-to-date literature is available in the room of guidance.
- "2. Have each pupil do some general reading on each of the five fields of labor, ie. Agriculture, Business, Industry, Home-making, and the Professions.
- "3. Counsel as a class or smaller units as of ten, as much as possible, thus saving a lot of time for all.
- "4. Counsel each pupil individually to ascertain his occupational interests and aptitudes, if and when they have been discovered by the pupil.
- "5. Counsel in adjustments where apparent misfits are located.
- "6. Encourage each to concentrate his readings in his field of discovered interests; narrow the scope of interests and reading as the certainty and permanency of interests develop.
- "7. Gather all the information possible about the pupils by:
 - "a) Cumulative record card:
 - I. Q., A. Q., C. A., Subject grades, Health, Physical deficiencies, Teachers' ratings of traits, Extra-curricular activities.

"b) Visits to home

- "1. Attitude of pupil toward education and vocation.
- "2. Attitude of family in same.
- "3. Economic status of family.
- "4. Whether he is oldest child.

"c) Visiting Teachers

"They can give interpretation of some or all of the four points in part "b".

"d) Attendance Officer

(Same Possibilities)

"e) Health Nurse

(Same Possibilities)

"f) Conferences with pupil

"g) Aptitude tests

"h) Make all adjustments as they prove necessary, (as they are bound to do), because of the self-analysis, better job-analysis, and conferences, and as a result of their experiences in try-out courses.

"Unit: B. Educational Guidance, especially the High School Curricula.

"Aim: Prepare the pupils for the new school through a short introductory orientation course.

"Time: Last six weeks in eighth grade.

"Procedure:"

"A. Acquaint the pupils with the senior high school as to:

1. Curricula
2. General administration and matriculation
3. General plan of operation of system
4. Extra-curricular activities
5. Traditions

(Have High School Principal, Freshman Advisors, and Student Officers, talk to the class, Have class visit the High School.)

"B. Concentrate on guidance as it relates specifically to each pupil's chosen vocation.

"C. If person is certain he expects to attend a particular University or College, those requirements should be briefly explained to the pupil.

"D. Assist the class to fill out the program cards for the first term of the Freshman year.

"E. Re-test the class with the Self-analysis test used in the seventh grade to see if the individuals have improved.

"Unit B. (Part 2)

"Counsel the few, if any, pupils who plan to go to work upon completing the eighth grade.

"A. Attempt to persuade them to continue their education.

"B. Second choice, attempt to interest them in part-time day education.

"C. Explain the night-school opportunities.

"D. Discuss the opportunities to learn a trade in "Trade Schools" and the time saving methods used.

"E. Lastly, explain the possibilities of continuing education through correspondence schools, good books and magazines dealing with the conditions in general and with particular vocations.

"Unit B. (Part 3)

"Placement:

"A. Counsel in types of jobs to accept and not to accept:

(Health, Moral work, Chances for advancement, Remuneration.)

"B. Find placement

"C. Issue work permits

.....

"You can see that there is much to be done and the benefits should be many and valuable.

"Some interesting material for those who are interested will be found in these references. The ones of my preference are listed first:

"Copy of the bibliography used by Dr. Woellner, U. of Chicago, in his Guidance Classes.

"President Hutchin's, U. of Chicago, "Morality Code".

"Hill, "Vocational Civics".

"Reavis, "Pupil Adjustment".

"Books for the pupils are:

"Ziegler and Jaquette, "Choosing an Occupation".

"Hutchin's, "Morality Code".

"Hill, "Vocational Civics".

CHAPTER V

THE INDIVIDUAL CONFERENCE

The individual conference is the meeting in which all problems peculiar only to an individual teacher should be discussed and solved. Here is the place for the teacher to ask questions that she does not care to ask in group or general meetings, that are difficulties she wishes the principal to assist her in smoothing out.

There are certain underlying principles that the principal must observe if he expects this most important of all types of conferences to be effective:

He must be very frank, yet he must be very diplomatic and conduct the conference in a most democratic manner.

He must win and keep the confidence and respect of the teacher.

He must develop and practice an effective technique for conducting the conference:

1. There must be a wholesome rapport established before any real conference work can be attempted. To gain this atmosphere, the principal speaks of some topic of general interest, either related or unrelated to the particular issue to be discussed at the conference. As soon as a congenial frame of mind has been developed, the actual conference should get under way, so that no time is unnecessarily wasted.

Usually this rapport developing is not necessary when the teacher has requested the conference, as she is ready to

get to the problem directly.

2. Be definite in the questions asked and answered.

3. Limit the discussion to not more than one or two major topics. Break these into definite sub-topics by thorough analysis.

4. Make all criticisms constructive; try never to tear down without offering something better in its place.

5. Make the discussion as impersonal as possible. This can best be done by seeing to it that you can always give some pedagogical or psychological principle to back up your remarks.

6. Have the teacher feel that she is successful and that she can attain an even greater degree of success by making certain corrections, substitutions, omissions, and additions in her attitude, teaching techniques, presentation of subject matter, or preparation.

Burton has set up the following principles for successful individual conferences:¹

The Consultation with the Teacher.

1. During the consultation the supervisor must preserve the impersonal, objective, scientific attitude. (Suspended judgment and open-mindedness.)

a) Compliment what is good, giving your reasons why. Give credit for new ideas. (Recognition of work well done makes adverse criticisms easier when they are necessary.)

b) Discuss all errors and corrections on impersonal, scientific grounds. Dispose of errors by giving pedagogical and psychological arguments and by supplying the correct procedure. Avoid the use of "I" and "you".

c) Correct one error at a time. Differentiate between errors of routine and the more important ones of teaching procedure, or professional attitude.

¹ Dr. Gray, "Class Outlines"; William H. Burton, The Supervision and Improvement of Teaching, 416.

d) When a teacher persists in a procedure that is clearly wrong, the supervisor must insist tactfully but none the less, firmly that the correct procedure be given full and fair trial.

2. While the impersonal attitude must prevail in viewing and discussing the teacher's work, there should be a kindly tact and sympathy manifested which will assist in putting the teacher at ease and in furthering the purposes of the consultation.

a) The supervisor must expect to win the confidence and cooperation of his teachers much as the teacher wins the same things from the children.

3. The supervisor must distinguish between his functions as a judge and rator of teaching, as as an assistant in bettering teaching.

4. In making final judgments and important recommendations, apart from the everyday consultation, there must be a careful balance of the scientific and the personal factors.

a) The politics, religion, "temperamental reactions", etc. of either the teacher or the supervisor are not legitimate elements in supervisory or administrative discussions.

b) Specifically, this means that a teacher should not be condemned for other things than pedagogical faults. On the other hand, she should not be tolerated in the system when she cannot or will not adapt herself to recognized and clearly demonstrable pedagogical procedures.

The consultations should not take place in front of the pupils, but in either the teacher's room or in the office. In our school the sceduled conferences are in the Superintendent's office. The unscheduled ones with the principal are anywhere that is private.

The conferences should not be hurried and neither should they be too lengthy. They are most successful if held when neither party is tired.

These meetings must be a give and take discussion, not a monologue by either party.

Mrs. Dorsey makes the statement that supervision to liberate the teacher must be in itself free and generous, given in

an ungrudging, open-handed, at-any-time, at-any-place sort of a way.¹

Collings made this comment concerning individual conferences that is very significant:²

It demands an individual method in every instance, for teaching procedures apply to individual teachers. It involves in this sense a method of program that assists each and every individual teacher in the construction and use of a procedure designed to overcome a particular difficulty involved in the stimulation or direction of children's purposeful activity. The individual teacher conference seems to be the most feasible method of individual prognosis. The individual teacher conference seems to be the most practical method for meeting the two basic demands of individual prognosis of teaching, ie. construction of a plan designed to overcome a particular difficulty, and use of this plan in overcoming the difficulty in actual teaching.

"The principles of growth, activity, goal, drive, success and leading on should prevail in the teacher conference," says Collings in his discussion of the individual conference.

He continues: The teacher should be afforded stimulation and direction to initiate, evaluate and to choose teaching difficulties (goals), to initiate, evaluate, choose and organize means (procedures) designed to overcome her difficulties; to execute her means (procedures); and to suggest new ways of teaching (leading on). The extent to which this procedure governs the teacher conference, in that proportion will result in teacher growth-construction of effective teaching procedures.

An interesting study was made to find the comparative efficiency of the individual conference versus the group conference, by Fuller:³

He found that those teachers who were supervised by the individual conference were getting over better teaching than the

¹ Mrs. S. M. Dorsey, "Supervision as Liberating the Teacher", N. E. A. Proceedings, 1917, vol. 1, 239. Burton, Supervision and Improvement of Teaching, 412.

² Ellsworth Collings, School Supervision in Theory and Practice, 235-240.

³ H. H. Fuller, "Relative Effectiveness of the Group Supervision and the Individual Supervision Conference;" Department of Superintendence. 8th Yearbook, 336-338

group conference teachers in the subjects measured. Reading showed better than three to one and Arithmetic was one and one-half to one times as well done.

CHAPTER VI

THE INDIVIDUAL CONFERENCES

These conferences are not stenographic reports. They are reproduced as accurately as possible from memory.

(Seventh Grade Remedial Mathematics)

This conference is based upon the problems of a seventh grade teacher who is trying to help remedy difficulties of pupils in arithmetic.

This is a case of a teacher who didn't know how to proceed with a seventh grade class in remedial mathematics.

She had been groping about with the group of twenty-five pupils for several meetings but was unable to get a workable program under way.

The following is a conference which took place between this teacher and the principal concerning the difficulty:

Teacher: "I have been working with these pupils for four weeks but I feel we are not making the progress we should. Have you some suggestions as to what to do?"

Principal: "Well, you must not feel discouraged. You have met with them only eight times. It takes a while to get any program working. Your job is first to get the pupils to feel they want to uncover all of the problems that bother them, for they are not in the class to hide what they don't understand but to let you know their difficulties. Will you tell me definitely what you have done?"

T: "We have been working on the fundamentals in whole

numbers, fractions and decimals. Some of the pupils have improved considerably but most of them are as poor as before. They are tired of the drills, it seems."

P: "There are some interesting checks for some processes that stimulate the interest in doing the processes, as in addition and multiplication of whole numbers. Have you taught them these checks?"

T: "I don't think so. What are they?"

P: "Here are the directions for addition: First add as usual; then add the figures in each addend, horizontally. If any such sum is a two digit number, add those numbers horizontally until a one number sum is finally obtained. The third step is to add these one number sums vertically, their sum must similarly be reduced to a one number sum by horizontal addition. The fourth step is to add the answer sum, horizontally and reduce it to a single number by continued horizontal addition of each sum of more than one number. The final single sums should compare.

4978	28	10	1
7432	16	7	7
1600	7	7	7
7792	25	7	7
<u>21802</u>			<u>32</u> , (4)
	13, (4)		

"The child likes to prove addition this way and gladly works addition problems to do the checking and willingly goes over the work to find any error if the work does not check.

"It might be said that this method of checking is commonly used in banks as an economical and efficient method of checking addition when machinery has not been used.

"Subtraction cannot be checked by this method satisfactorily because many of the minuends sum up in a smaller number than the subtrahend. Those problems that do not happen to fall into that class can be checked just like an addition except that the vertical work with the summed minuend and subtrahend is subtraction instead of addition. In other words the process is the same as the original problem, for the vertical part of the summed numbers.

"A subtraction problem that cannot be checked as above:

$$\begin{array}{r} 179 \\ -45 \\ \hline 134 \end{array}$$

17 8 Obviously
9 -9
7 9 cannot be

taken from 8.

"A subtraction problem that can be so checked:

$$\begin{array}{r} 279 \\ -127 \\ \hline 152 \end{array}$$

18 9
10 -1
(8) (8)

"Because of this chance, the best rule for checking is to add the difference to the subtrahend and the sum should be the minuend.

"Multiplication can be very easily checked by this method by keeping in mind that the vertical work with the final horizontal sums is the same process as the original problem, ie. multiplication.

$$\begin{array}{r} 2374 \\ 397 \\ \hline 16618 \\ 21366 \\ 7132 \\ \hline 942478 \end{array}$$

34 (7)

Obviously this is a much simpler and faster way of checking big multiplication problems than by division, and much preferred by the pupils."

T: "No, I didn't know them, myself. I certainly will show them to the pupils."

P: "Yes, I'm sure they will take to them enthusiastically. Unfortunately there is no simple way to prove long division examples that I know of."

"Do you know which pupils miss certain types of problems?"

T: "Well, I know which kinds are missed most frequently but I think these checks will cut addition and multiplication out of the list."

P: "Do they and do you know just what their difficulties are in these problems that cause them trouble?"

T: "In general. We know where the mistakes are most frequently made."

P: "What do you do about them?"

T: "We realize that to improve, we must reduce the number of errors so we try to remember the correct processes and steps that we have studied and eliminate the wrong habits from our future work."

P: "Do you drill them on the same kinds of problems after correcting the mistakes?"

T: "Yes, if we have time left after correcting the mistakes."

P: "Do all of the pupils drill on the same problems?"

T: "Yes. We all do the same work."

P: "Certainly some of the pupils don't need the practice that others need most. Don't you think some are wasting their time working problems they have already mastered instead of practicing on the ones that are not mastered?"

T: "I hadn't been really concerned with that. I was working the group as a unit, and was trying to eliminate the most common errors first, on the theory that I was doing the greatest good when serving the greatest number of pupils."

P: "Well, some of the pupils are doing fine, no doubt, but some of them aren't getting much help this way."

"What do you think of making a complete survey of your class and then set up each pupil's difficulties as a challenge to him?"

"For instance, you will find many pupils can subtract mixed numbers correctly if the fractions have a common denominator, who cannot do a similar problem if the fractions are expressed in different denominators, as:

A is easier thanB

$$\begin{array}{r} 29 \frac{6}{8} \\ -17 \frac{2}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 39 \frac{6}{8} \\ -17 \frac{1}{4} \\ \hline \end{array}$$

"A still more difficult type is the one whose minuend fraction is smaller than the subtrahend fraction, requiring the borrowing of a whole number and changing it into an equivalent fraction of the same denomination as the common denominator, adding it to the minuend numerator, and then doing the subtracting, as:

A is easier thanB

$$\begin{array}{r} 15 \frac{1}{2} \\ -10 \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \frac{1}{2} \\ -10 \frac{2}{3} \\ \hline \end{array}$$

"The pupils who have trouble with these problems must have the steps presented to them the same as in the fifth grade. Often wrong habits must be broken by replacing them with correct steps."

"Division of fractions also cause much trouble and many mistakes because of these reasons, chiefly: Some pupils don't know or forget to invert the divisor before they multiply; many invert the dividend instead of the divisor.

"An analysis of results of the operation often clarifies this process permanently, or some. Be sure to drill after re-teaching the steps, because new and correct habits are to be instilled in the place of old erroneous ones.

"We must be sure the pupils understand the significant difference between a number multiplied by a fraction and divided by the same fraction, as:

A. $1 \times \frac{1}{2}$ is $\frac{1}{2}$ That is, one half of one is one half.

B. $1 \div \frac{1}{2}$ is $\frac{2}{1}$ That is, one divided by one half is two.

"A pie divided into halves becomes two pieces of one half each.

"Convince the pupils that these difficulties are not really difficult to overcome once an understanding of them is obtained by the pupils. Have the pupils take these difficulties as bars or hurdles to overcome in order to reach the finishing tape, which is mastery of the processes in all of their applications. As soon as one difficulty is mastered have the pupil feel he has achieved a creditable and satisfactory goal."

T: "That sounds fine, but how will I get time for doing all of this individual work? I'm so busy now I don't see how I can do that, too."

P: "It won't be so much work. As soon as you make the diagnostic survey, put the pupils to work mastering their

particular difficulties and don't bother them or yourself with the types they passed one hundred percent in the survey test.

"Gather ten to twenty problems of a particular process or type you wish to have a pupil drill upon. We'll mimeograph enough copies so that each pupil may have as many copies as are needed. Then as you and a pupil get ready for a type problem, get this sheet, and take the drill it involves.

"Put the answers on the top of the sheet and tell the pupils to fold the answers under until they finish the drill. Thus they can check their own work and you will be free to assist other pupils.

"Then have test sheets, two problems of each type for each process. When a pupil has worked correctly a set of drill problems, he should be given a test sheet. These can readily be fitted to individual needs by checking the particular problems to be tested on. Include, always, as review, every type that the pupil has already passed.

"It will help to keep up interest if each pupil has a progress chart which will show you and him at a glance his progress."

T: "What kind of a chart could I make for that?"

P: "Something on this order would be satisfactory:

INDIVIDUAL PROGRESS CHART

Date

Name

(7th Grade Remedial Mathematics)

	<u>Add</u>	<u>Subtract</u>	<u>Multiply</u>	<u>Divide</u>
1. Whole No.	X	X	X	X
2. Fraction	X	X	X	X

3. Mixed No.	$\frac{\text{Add}}{X}$	$\frac{\text{Subtract}}{X}$	$\frac{\text{Multiply}}{X}$	$\frac{\text{Divide}}{X}$
4. Decimals				
5. Denom.No.				
6. Percents	I	II	III	

(Percents to be circled when mastered.)

.....

"You will know at a glance that this pupil has mastered the whole numbers, fractions and all of the mixed numbers except division. This is the unit he should be working on."

T: "That is fine. I'm sure I can use those suggestions".

P: "Well, that will help in mechanical problems, I think. Thought problems are more difficult to get across because of the extra factors to be considered such as low reading ability. However we will not worry about that just yet, but it will be well to be thinking and figuring on it."

T: "Thank you, I'll probably bother you some more, although I think I understand everything, now."

P: "You might talk to Miss Doe about this. She is doing some fine work in fifth and sixth remedial arithmetic classes.

"Brueckner's "Methods of Teaching Diagnostic and Remedial Arithmetic" has some good suggestions, you will find.

"Thorndyke's "The Teaching of Arithmetic" is also very good.

"You will also find two interesting discussions in the California Journal of Elementary Education. They are in Nov. 1933 and Feb. 1934. They are entitled, "An Evaluation of Four Methods of Teaching Decimals", by M. Nordahl".

II

SOCIALIZING SOCIAL SCIENCE

(7th Grade)

This teacher of seventh and eighth grade social science was attempting to make the necessary and proper readjustments so as to put the newly revised course of study into more effective operation.

She had a few years of successful teaching by the formal, factual, question-answer method, which seemed to be more of a handicap than an asset, in the light of the new course and the recommended methods of teaching it. The goals to be realized are so different from those in the old course and even the methods are very different.

An effort to get underway is shown in the following conference between this teacher and her principal:

Teacher: "I have been working conscientiously to put those new ideas into practice but the pupils don't seem to be interested or to be taking their work seriously. I feel they aren't getting much out of the work. Can you give me any suggestions?"

Principal: "Just what are you working on now?"

T: "We are studying the United States in the seventh grade classes and Europe in the eighth grade classes."

P: "How do the seventh graders proceed in their study? How long have they been studying the United States?"

T: "We began two weeks ago. We have compared the United States with Canada, in size, and have discussed the relationships

of them, politically and economically. We have also touched Mexico in the same respects.

"Then we studied the location in more detail, the ocean currents, climates in general, and the topography briefly.

"We are now working on the industries of our country."

P: "That seems to me as if it should be very interesting. How are they going about that?"

T: "We started with the minerals, coal and iron. We studied their sources and principal centers, as well as the general living conditions of the mines and the mining towns."

P: "Fine. How long were you on that unit?"

T: "About a week. Most of the pupils looked up a great deal of material in the library and one pupil presented a large drawing he made of a blast furnace, copied from a picture in the "Pageant of America"."

P: "Don't you think the classes are enjoying this study? It seems to me they must be."

T: "Oh, I guess they do, but the pupils don't seem to be getting enough of the important facts."

P: "Well, you must remember they are doing a lot of extra reading and they must be getting a much more general understanding of the topic than under the text plan."

T: "Well, I suppose I'll get used to this plan, but we can't spend a whole week on iron and coal, or any other such small unit, if we are going to cover the year's work. I'm afraid though, they won't get very much if I speed them up."

P: "Yes, they will have to go more rapidly. Have you tried assigning a different topic or unit to the pupils of each

row, and letting them gather the information, organizing their material and reporting on it to the other rows?"

T: "I have often carried on reviews that way. I never tried to do new work by that method, however, because I don't think it is thorough enough."

P: "I think you will be surprised and pleased with the amount the pupils will absorb from listening to their classmates."

"It would make an interesting experiment, anyway."

T: "Well, since you recommend it, I'm willing to try it. How should I begin it?"

P: "This is how I would start it:

"Have one or two pupils chosen from each group, to be spokesmen of the group, after each member of the group has studied and contributed to the general fund of information gathered."

T: "But supposing the pupils don't really remember the reports they hear."

P: "I'm sure they will, if you impress upon the listeners that they are just as responsible for the facts given as the speakers."

"This method will have several advantages over the other plan. It will make the books for each topic much more accessible, because of the reduced number who will be after a given book. It will make the committee pool its findings and will develop tolerance and cooperation among the members of the group. It will make report preparing much more interesting

because the reporters will feel that the audience does not know as much if not more about the topic than the speaker knows, which is the most common complex of the speaker under the old system. It will necessitate the speaker being definite and thorough. In brief, it will create an ideal audience situation."

T: "If you are so enthusiastic about it I shall be glad to try it. Who knows, it may be the solution to the major ~~problem and some minor ones~~, as well. Do you really think the audience can get enough valuable information to make tests fair?"

P: "Surely. Each group will prepare its share of all of the topics and will listen to the same proportion as the other groups, so it can't be anything but fair.

"Brief reviews and summaries, by the teacher, will also be valuable for summing up and clinching the main points to be remembered."

T: "How long do you think that a group should have for preparing its report?"

P: "Perhaps a week. It will depend to a large extent upon the number in the group, their ability, the topic, and the accessibility of the reading materials."

T: "Would you advise fewer than a row to a group?"

P: "Perhaps five pupils are enough to a topic. This will cover the topics faster, and will make it easier to get the reference materials. Try to see that the ablest pupils are distributed so that each group gets its share of the strongest as well as the weakest pupils. This way each topic is more likely

to be well prepared and presented and it is good experience to work with people of varying ability sometimes."

T: "The spokesmen should not be standing committees, should they?"

P: "No. Undoubtedly the presentations would be more effective if they were given by the best speakers, only, but each pupil must be given his share of the opportunities.

"I suggest that each group elect a chairman, who will be responsible for his group, in general. He may appoint the spokesmen for each topic. Each pupil must be given an opportunity for expression in some way, even if it is to explain a chart, pass and collect pictures related to the topic, or some other relatively simple task."

T: "How long should a presentation take?"

P: "That, again, will vary. The interest span of the audience will be one of the most valid determining factors. An interesting topic that is well presented may last a whole period, while that same topic in less skillful hands may exhaust the interest of the audience in a fraction of that time. You will need to be the judge of that. Perhaps you will need to speed up a speaker or stop him entirely because of poor preparation."

T: "What should I do if I stop a speaker before he has finished?"

P: "That will depend. Perhaps give him time to make more preparation and report later. Maybe it will be best to have someone else do the main speaking or maybe it will be advisable to finish it yourself and take up a new topic."

T: "It is all right to let the class ask the speakers questions, isn't it?"

P: "By all means encourage the class to ask questions, after the report is finished. The questions should be of the serious type, not the critical superficial type."

T: "What should I do if the speakers are not well prepared or do not emphasize the important points?"

P: "I like the idea of having the chairman or the speakers of each group, present their topic in outline form to the teacher at least the day before it is to be given. This way you can keep the situation under control, omitting this and adding that, without apparently influencing the discussion.

"Strive to have the pupils develop a keen interest and ability in evaluating the material read and discussed."

T: "I feel enthusiastic about this. Will you please help me plan the first set of topics?"

P: "Yes, gladly. Do you want to finish the minerals at this time?"

T: "Yes. I think we should, if possible."

P: "All right. Let's take the Seven X Class. How many are in it?"

T: "I think there are forty-three in it."

P: "Well, it is a strong class. Let us plan eight groups in that class. What minerals did you intend to study next?"

T: "Gold and silver, copper and lead, and petroleum are the most important ones not studied."

P: "They will make three interesting subjects. What were you planning on after you finished the minerals?"

T: "Forests and the lumber industry."

P: "Fine. That can make either one or two interesting studies. I think I would make two of them, ie. National Parks and Forests, and lumbering. What is next in your plans?"

T: "I hadn't definitely planned that far. You see we have already planned a month's work or more, by the old plan."

P: "Yes, this plan will be a big time saver. Now that you have started on the natural resources, why not finish them? Let's take electricity, fishing and salt."

T: "I believe the class will enjoy working these into reports and giving them. May I have a piece of paper to write down the proposed topics? Let me see, they are:

Natural Resources

- | | |
|-------------------------------|--------------------------------|
| 1. Gold and Silver | 5. Lumbering |
| 2. Copper and Lead | 6. Electricity and Water Power |
| 3. Petroleum | 7. Salt |
| 4. National Parks and Forests | 8. Fishing |

(Total days, about twelve, for preparation and reporting.)

"I shall let you know when we begin to have our reports. Could you leave your class long enough to slip in and listen to a report? Maybe you can give some suggestions."

P: "Thank you, I shall try to arrange my work for that day, if you can let me know a day in advance."

T: "Well, thank you for your time and suggestions. Have you any other ideas concerning this?"

P: "Yes. You might get some good ideas by talking to Miss Smith. She has a lot of this type of reporting carried

on in her eighth grade science classes.

"Douglass, has some interesting ideas in his book, "Teaching in High School", pertaining to socialized recitations, page 241.

"Branom's, "The teaching of Geography" has a good chapter, also on the subject, page 145.

"Burton discusses the socialized lesson briefly in his "Supervision and Improvement of Teaching", page 236.

"These are the only references I have for you right now, but you will find that most methods books discuss it."

III

IMPROVING SPELLING BY TEST-STUDY PLAN

(Grades Five and Six)

This teacher had been having unsatisfactory results in her spelling classes. The pupils were not well self-disciplined and the amount and quality of learning was unsatisfactory and unstimulating.

Finally the teacher came to the principal for assistance, as she seemed to have exhausted all of her theories and devices in the way of techniques for controlling such difficulties.

T: "I am sorry to have to come to you with such troubles, but I don't know what to do with my classes. They are not doing at all well and they seem to be very uninterested in their work. I feel I must ask you to help me."

P: "What seems to be the trouble, Miss Snow? Are you trying to give them too much work to do in class or to do out of class, or just what is the cause?"

T: "I don't know. That is why I have come to you for help. The work should not be too hard for them as they are words taken from the Correct lists for these grades. I do not assign them very much to do out of class, as a usual thing, but most of the pupils don't seem very much concerned as to whether they do the lessons or not."

P: "This is a rather unusual trouble in spelling classes. How long have you noticed this trouble?"

T: "It has been growing recently, although some of the

pupils have acted this way a longer time."

P: "Tell me just how you are conducting you spelling classes, will you, please?"

T: "Each Monday we take a list of twenty new words for our lesson for the week. We study the words a few minutes, perhaps five, and then we close the books and I dictate the words and the class writes them. They exchange papers and the pupils correct the list they receive in the exchange. Sometimes I spell the words for them to check and sometimes I ask them to open their books because some of the pupils don't correct so well from listening as they do by comparing the written words with the printed list."

P: "What is done after the words have been checked?"

T: "The pupils read me the number of words misspelled. Sometimes I have the corrector read the number when the owner's name is called and other times the papers are returned to the owners first."

P: "What do the pupils do then?"

T: "Each pupil corrects his misspelled words and then we discuss the meaning of each word and make sentences with it."

P: "That sounds pretty good. Don't you think it would be better to have this phase of the study before writing the words, though? Don't you study the words together, for spelling purposes?"

T: "No, it seems that each one has his particular ideas for learning the words so I gave up class spelling study."

P: "Well, do the pupils learn to spell them by themselves?"

T: "Of course, some do. Most of them, however, do not do any better on the second writing than on the first."

P: "How do you have them correct the misspelled ones in the tests?"

T: "They study them silently or write them on the board or on paper, whichever they prefer and get the best results."

P: "I see, you are following a modified study-test-study plan of teaching which should not be so bad, but it seems to lack the proper motivation for the classes. We, perhaps, had better try some other method and try to stimulate their interest and better efforts."

"Have you ever tried the test-study plan?"

T: "No, I've read about it but I have not used it. What do you think of it? Do you think it would help solve our trouble?"

P: "Yes I like it very much for several reasons and I think it will help to solve this difficulty, if you will follow the plan as outlined."

"You see, the pupils undoubtedly retain some unlearned words long enough after the five minutes of cramming to write them correctly in the preview. They then assume that they know all of the words that are spelled correctly. In reality, they do not know these words, and because they did not learn them before the next lesson, they fail to write them correctly on the next day's retest, when they do not have a time for cramming. Thus you have two handicaps, ie. a too high score for the first day and the unlearned words being mistaken for

"mastered words" result in a proportionately poor lesson the next day.

"Naturally the pupils become discouraged because it seems that they can't remember how to spell the words from one day to the next, so why study anything that slips the mind so quickly?"

T: "I see your argument. I had never thought of that. I just thought they were not willing to take the responsibility to study their work. I was anxious to encourage the pupils, and I thought that if they had a few minutes to glance over the new words before taking the test, they would do better. I thought this would encourage them so that they would work for a perfect lesson for the next day."

P: "It is true, the pupils become discouraged if their first score is so low that it indicates they are not sufficiently advanced to be prepared for the work. Their spelling scores should not be unfavorable, however, for they are average pupils so far as we have been able to find out. I believe that they will do good work if you will use the test-study plan and help the students learn how to study words and then see that they do study them. They are too young to be put upon their own resources and responsibilities for preparing their lessons.

"This is the plan, briefly: On the first day dictate the words. All misspelled words are to be thoroughly mastered that day. The next two lessons are in the form of check-up lessons so that you and the pupils may know how well they have succeeded in their efforts.

"What have you been doing about the pupils who made perfect scores?"

T: "They always took the lessons and tried to see who could have the most perfect papers each week. I also let them be the captains for oral spelling matches, and be monitors."

P: "Those are good stimuli but don't you think self-competition is better than competition among the members of the class? Why don't you excuse those who have perfect papers the first two days, from the third lesson? If you are scoring the number of words missed by each person, give them zero for their grade."

T: "I had not thought of that seriously because I supposed all were required to take every lesson. I'm sure that will stimulate preparation."

"Just how would you suggest that I make the change in the work?"

P: "I would start next week just as if I were beginning a new term. I would do these things:

1. "Explain to the class that there are to be no books open before any lesson.
2. "Tell them that all who have perfect lessons the first two days of each week will be given a perfect score for the third lesson and that they will be excused from the lesson.
3. "Explain that all lessons must be written in ink and all correcting done in pencil.
4. "Set up a definite routine for passing and collecting books

as, always to the one ahead, and the one in the front takes his to the back pupil who is without a book. This aids greatly in saving time and confusion.

5. "After papers are checked they should be returned and each pupil should look over his paper. Then the scores should be taken.
6. "From time to time at irregular and unannounced intervals, pick up the books and look over the lessons to stimulate careful checking on the part of the pupils.
7. "Tell them that you will correct the monthly reviews. These should include the most difficult words and should be composed of word lists, sentence making, definition and context tests.

"In helping the pupils to learn to spell the new or misspelled words, you should work with them until they have mastered the following essential steps in learning a word, then you may have to work with only the slower and new pupils so that all learn how to learn to spell new words:

1. The pupil must know the pronunciation of the word.
2. He must learn its meaning and how to use it in a sentence.
3. He divides the word into syllables or underlines the syllables.
4. He gets a mental image of the word by looking at it and spelling it, then closing his eyes and repeating the spelling.
5. He then repeats the word and the spelling softly as he writes it.

6. Then compare the spelling with the spelling in the book.

"If the class is studying as a unit, it can very well do the spelling audibly and write the words as it spells them, in the air, with free arm movement.

"In this test study plan the pupils are required to study only the words that they missed in the lists or context."

T: "I expect this method and procedure will be a big improvement over what we have been doing.

"May I copy some of the ideas down, such as the steps for learning a word?"

P: "Yes, but I have some of those copies that were distributed to teachers of spelling last fall. Do you want one of those sheets?"

T: "Oh, thank you. This is fine. I shall use this."

IV

VITALIZING THE JUNIOR RED CROSS CLUB

(Grades Five and Six)

This teacher had never taught this club before and had apparently never given its objectives or the methods of realizing those goals any thought.

When she was assigned to take over the leadership of a group of sixth graders, she found that she had to make some definite plans, of just what to do and how to do it best.

Naturally she came to the principal for ideas and suggestions. Their conference was as follows:

T: "I feel that I am entirely unprepared to take on this club work. I have never had any experience with it and just don't know how or where to begin."

P: "It is conducted in much the same way as any other club, Miss Brown. Explain to the members of your group that they are to organize themselves into a Junior Red Cross Club. This is a junior club of the Senior Red Cross, an international organization which many of their parents join each year.

"As soon as you have explained that they are to become a member or branch of a gigantic organization, of which every boy and girl in the fifth and sixth grades belong, suggest that they elect officers for their club for the fall term. Act as temporary Chairman and insist that they try to use good judgment in their nominations and election."

T: "Yes, I am sure I can get that organization part

done, but what to do in the way of a constructive program is the thing that is bothering me."

P: "I'm afraid you are taking too much for granted. These little people don't know much, if anything, about the Organization, its history, development, war time activities, and peace time activities. It should be both interesting and beneficial for them to learn of these things. You may have to read or tell them about them. Have reports if possible from the pupils. These projects will do much to develop appreciation and respect for the Organization and to develop a mutual and sympathetic appreciation for the peoples of the other parts of the world."

T: "I am afraid they will tire of just reading and talking, won't they?"

P: "You must not forget that these pupils meet just once a week so I think they would not tire of just reading and talking if these activities were kept lively. There is also much to be done in the way of activities. Each one should bring a penny or two, to be pooled for a subscription to the Junior Red Cross Magazine, a monthly of great interest to members. This should be read in Club time and then put on the reading table.

"These depression years help to vitalize the work by making help necessary right at home. The nearness of the needy always makes the aid more real. You might start a drive for toys, which your club could repair and turn over to the Welfare Store at Christmas time, for distribution to the needy.

"Another drive that your club might conduct is a drive for clothing, either for children or for all ages. Such clothing as shoes, sweaters and coats are always in demand by the poor families and are always being outgrown or cast aside by the more fortunate families, so a drive for these articles will be fruitful, I'm sure.

"The goods received from any drive should be turned over to the local Welfare Store. The Officers there will see to it that the deserving families are cared for better than we can. We also escape placing ourselves in line for criticism, by making such disposition of the goods. When a group tries to dispose of the articles directly to the needy, some people always find criticism in the method used or that partiality was shown, which we do not get this other way.

"You might have a canned fruit and jelly drive for Thanksgiving baskets. Have the pupils gather the fruit here in your room in boxes. When you are through with the campaign we will see to it that the food gets to the Store and that the Club receives full credit for its work. Run an article in the school newspaper about the drive, you might even negotiate with the town paper for a small article in the way of an advertisement of the drive."

T: "Why, of course. I should have thought of these things, myself."

P: "Oh, there are lots of things to be done. For Club period work, not taken up with other things you might have the members make paper nut dishes or place cards for some

orphanage or veterans' hospital, for Christmas, Easter, or any other special occasion."

T: "That is a good idea, too. Perhaps they could do some of that in their art time, if we were crowded for time."

P: "Mrs. Miller is appointed Chairman of the Junior Red Cross Teachers for this year and she will have something very definite for all of you to work on together in the way of a community project. We feel that our efforts are much better rewarded by working on a common project than for three or four little projects to be going on at the same time, often conflicting and overlapping each other.

"I suggest that you see her before you plan any project definitely. She will probably call a meeting of the Red Cross Teachers this week because she went to see the Secretary of the Welfare yesterday.

"You will find that Mrs. Miller will have lots of enthusiasm and ideas about this work and she is glad to work with you if you will let her know your problem. Of course, I am anxious to help you, too, and do not hesitate to come to me with your questions and difficulties."

CHAPTER VII

AN EVALUATION OF SUPERVISION BY THE CONFERENCE METHOD

Without experimentation little or no progress has ever been made in any field of science.

Supervision of instruction has similarly been developed and improved only through experimentation. As the experiments are conducted, the leader must be mindful of these factors:

He must never lose the "feel" of the experiment as a whole. He must always keep it so well under control that he can at all times feel its pulse. The experiment must be carried on in a small way until its success and benefits are fairly certain.

He must be very critical in evaluation the efficiency of the program, as to definite results, based on immediate or a "long term basis".¹ He must also be very critical concerning the value of techniques employed in the light of the above benefits.

So much has been tried in the field of Supervision, that has little or no measurable merit, that it is of prime importance to have some measuring stick for evaluating and proving the values of any technique or program of Supervision before it can be hoped to have that program receive any serious

¹ Ellwood P. Cubberley, The Principal and His School, 440.

consideration from others interested in Supervision and Education.

Four of the most common methods of measuring the benefits of a program in Supervision are:¹

Evaluation of Supervision in Terms of:

- I. Measured Changes in the Achievement of Pupils
- II. Measured Changes in Teaching Procedures
- III. Observed Changes in the Teaching or Learning Situation and in the Community.
- IV. Judgments of Individuals.

I. Measured Changes in the Achievement of Pupils.

The most commonly used technique by which experimenters have attempted to evaluate the effectiveness of Supervision has been the measurement of pupil growth by standard achievement tests.

II. Measured Changes in Teaching Procedures.

It is difficult to give an adequate picture of the teaching in a school. An activity rather than a static situation must be described. Teaching is a process that is constantly changing, difficult to control, and subject to the influence of many variables. The most important of these are the native equipment of the child, his environment, and the teacher, whose task it is to create as effective a total learning situation for each child in the class as possible. The evaluation of the work in any classroom under present conditions is largely determined by the personal prejudices of the observer. There is little agreement among educators as to what constitutes the most effective methods of instruction.

The following procedures for making objective studies of teaching practices, which have in certain cases been used as the basis for evaluating Supervision, are collected and evaluated:²

The techniques described in that yearbook make it

¹ Department of Superintendence, Eighth Yearbook, "Evidences of the Value of Supervision".

² Columbia University, Bureau of Publications, Teachers College, Second Yearbook of the National Conference of Supervisors and Directors of Instruction. "Scientific Method in Supervision."

possible:

(1) To enumerate various items concerning teaching in the classroom in quantitative terms, (2) to describe in a meaningful, objective way the quality of teaching either in one room or in a large number of rooms, (3) to make comparisons between conditions in a number of places, (4) to measure the effectiveness of the supervisory program in terms of the changes that are produced in the educational situation; and (5) to set up a program for evaluating teaching procedures and other conditions revealed by a survey of instruction.

III. Observed Changes in the Teaching or Learning Situation and in the Community.

There are no objective means by which many of the important outcomes of Supervision can be determined. Many of these "Plainly observable" outcomes can be listed in descriptive terms as a basis for guidance in evaluating Supervision. Rough estimates of gain or loss can be made.

A typical evaluation of this type is made by President Frasier of the Colorado State Teachers College:¹

1. Courses have been better defined. The President requested outlines of all existing courses. A comparison of these outlines showed much overlapping and gaps. These errors are being remedied.
2. Examinations have been vastly improved. In some departments the examinations given were adequate. In most departments they were not. The final examinations given at the end of the last quarter were excellent examples of modern methods of checking the results of teaching. This has been a most worthwhile undertaking.
3. Some good teachers who were on the verge of failure have been saved to the institution. In a few cases, all that was necessary was a series of visitations to the classes, followed by conferences over material and method.
4. Some poor teachers have been dropped from our payroll. In every case, this has been done when the director of instruction and the President have been sure that it was impossible to do anything for the teacher.
5. New teachers through group meetings and individual conferences start off with less wasted effort than before.

¹ G. W. Frasier and W. D. Armentrout, "Experiments in Teachers College Administration", Educational Administration and Supervision, March 1929, XIV, 165-169. (8th Yearbook, 119)

6. Students through their cooperation have a new and healthy interest in curriculum, courses of study, and teaching methods.

IV. Judgments of Individuals.

A large body of information is available concerning the judgments of individuals as to the value of Supervision and of various supervisory practices. These data have been compiled from questionnaires and other forms of inquiry blanks which have been submitted to teachers, administrators, supervisors, and educational experts. Rating charts have been prepared by means of which superintendents may attempt to evaluate the supervisory work in a city school system.

In an effort to evaluate the Conference Plan of Supervision in this school the following questionnaire was submitted to the teachers of the school for their evaluation of the various phases:

CONFERENCE EVALUATION SURVEY

A definite effort has been made this year to increase the value of our Teachers' meetings. We have tried to call meetings only when there was an urgent need, to keep the meetings as brief as possible and to make them worthwhile in other respects.

The main reasons for calling meetings are to make our efforts as uniform as necessary and to make it as easy for the teachers to do their job of teaching and counseling as possible and at the same time do that work more effectively.

We are now anxious to know your reactions to these meetings. There is absolutely no desire to know the identity of any individual so your signatures are not asked for. If you wish to discuss any of this, however, your criticisms will be welcome and you will be treated in that same professional manner that we endeavor to always maintain.

Please be frank and honest in your evaluations or this survey will be practically worthless. Please do not feel that high ratings or other indications of compliments are desired. Your full and impartial cooperation will be appreciated.

Please try to evaluate each type of conference on its general or averaged effect or influence, not from a single effect or impression..

You are requested to check the rating below that most accurately evaluates each type of conference:

.....

I. General Teachers' Meetings, which all teachers attend to

discuss matters of interest to the group as a whole, as: "Standardized Grades", "Discipline", or "Education by Campaigns" e.g. Personality Traits.

Check one:

Very helpful, helpful, of doubtful help, of no help, a waste of time.

II. Group Conferences, which teachers of certain grades or subjects have for discussing problems of their own, as: "5th. and 6th. grade teachers meeting after each quarter to discuss pupil adjustments", or "Guidance teachers" meeting for a conference in their work, meetings for "integrating the work of a subject from grade to grade or all of the subjects in a given grade", "Jr. Red Cross Teachers" meeting to discuss their year's work, etc.

Check one:

Very helpful, helpful, of doubtful help, of no help, a waste of time.

III. Individual Conferences:

Scheduled; early morning conferences:

Check one:

Very helpful, helpful, of doubtful help, of no help, a waste of time.

Incidental and miscellaneous conferences, with either the District Superintendent or the Principal.

Check one:

Very helpful, helpful, of doubtful help, of no help, a waste of time.

Your suggestions for improvement or criticisms of the present plan are welcome and solicited. Please mention them below.

I. General Conferences:

II. Group Conferences:

III. Individual Conferences:

The following table shows the evaluation of the program of Supervision by the Conference method in this school, as rated by the teachers. This evaluation is based upon the supervisory program of the present school year. Every member of the faculty returned the questionnaire, so that the figures show an accurate picture of the teachers' reaction to the program.

Evaluation of Conference Method of Supervision

<u>Type of meeting</u>	<u>Very helpful</u>		<u>Helpful</u>		<u>Of doubtful help</u>		<u>Of no help</u>		<u>A waste of time</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
General	9	68	5	32						
Group*	10	83	2	17						
Individual**	11	39	14	50	3	11				

* Two teachers did not rate the Group Type of Conference.

** Types "A" and "B" of the Individual Conference were combined for tabulation purposes, hence there are twenty-eight

votes cast for the Individual Conferences instead of fourteen for each type.

The indications are very favorable to this type of supervision. The fact that the teachers have reacted so favorably to it is very much in its favor, for without the cooperation of the faculty, little in the way of improving the efficiency of instruction could be expected.

As the above table shows, nine teachers or sixty-eight percent of all of the teachers voted the General type of meeting very helpful while five teachers or thirty-two percent of all of the teachers valued it as helpful.

Ten teachers or eighty-three percent of all who voted on the Group type valued it as very helpful, while two teachers or seventeen percent rated it as helpful. These Group meetings are made up of teachers of particular grades or subjects who meet to discuss their particular problems and aim to arrive at definite conclusions or solutions before leaving the meetings.

According to the Eighth Yearbook:¹ Group meetings or meetings of special professional groups are considered the most valuable type of teachers' meetings, and are rated as the second most valuable supervisory means of teacher improvement. The other types of teachers' meetings, named in order of value and extent of use, are: principals' meetings, committee meetings, and general meetings of all of the teachers of the entire school or system.

By combining the votes for parts "A" and "B" of the

¹ Department of Superintendence, Eighth Yearbook, "Types of Supervisory Organization", Chapter IV, 85.

Individual conferences, eleven or thirty-nine percent of the votes valued these conferences as very helpful, fourteen or fifty percent valued them as helpful, and three or five percent rated them as of doubtful help.

Of the fifty-four votes cast in all, thirty or fifty-six percent voted the Conferences in general, very helpful; twenty-one or thirty-nine percent rated them as helpful; and three or five percent estimated them as of doubtful help.

CHAPTER VIII

CONCLUSION AND SUMMARY

Supervision has been developed in this country since the middle of the nineteenth century, according to "The Elementary School, Its Organization and Supervision", by W. C. Reavis, Paul R. Pierce and E. H. Stullken.

It has developed in two aspects, ie. through interpretation of the word and through the supervisory offices or set-up.

The meaning of supervision has developed from its early interpretation and application, in which the lay board made its investigations and recommendations concerning the fitness of pupils to graduate, the condition of the school system and the qualifications of the teachers, to the interpretation and application now found in our most progressive school systems, where we find supervision to be the definite act of scientifically improving instruction by assisting the teacher on the job in all of the ways possible.

Because of this interpretation, some of the wealthier and larger school systems have set up part or all of the following supervisory staff to further the educational efficiency of the schools:

1. The Superintendent is created to supervise and administer all of the schools of the city, and to formulate policies and standardize the educational objectives.

2. The Assistant Superintendent is to assist the Superintendent to interpret the policies and to assist him in other ways.

3. The Principal is recognized as the logical supervisor of his school. The Building Principal was created as Head Teacher in the middle of the nineteenth century. In some cases he has advanced through several stages until he has become a Supervising Principal.

The Supervising Principal has grown up with the comparatively recent practice of consolidating schools into one school or district. He is comparable to a Superintendent in powers and duties.

4. Supervisors were created to supervise the work of the schools.

a) Special Supervisors work with only the special subjects that have been added to the curricula since the traditional "three R's".

b) General Supervisors supervise the general subjects.

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We have attempted to practice the best phases of supervision that are possible on an economy program and in a system of this size.

The leading principles of supervision are followed to the best of our ability and typical conferences of the three main divisions are given in detail in the body of this thesis. The aim of this is to show how supervision can be carried on satisfactorily under the handicaps of an enforced economy program.

To make this Conference Supervisory program be as efficient as possible, three types of conferences are organized, ie. General or Building, Group or Subject Teachers', and

Individual Teacher's Conference.

I. The General Conferences are for all teachers in the school and are called only when matters arise that interest and concern all teachers.

Definite principles for conducting successful meetings of this type are followed.

Objectionable types of meetings are definitely kept off of the schedule, as complaining meetings, fault-finding, personal complaints, etc. types of topics.

The General Conferences are of two types; administrative and supervisory. "A" and "B" are administrative in nature and "C" and "D" are supervisory.

Four examples of the general Conferences are:

- A. The Organization Conference. (Called the Saturday before the opening of the Fall Term.)
- B. Measuring and Rating the Progress of Pupils.
- C. Questioning as a Form of Teaching Technique.
- D. Education by Campaigns.

Some other administrative topics for all teachers are: extra-curricular activities, principles and methods of pupil adjustments and standardization, class and school routine as ten-minute homeroom activities, physical conditions of the room and pupils' schedules.

Some valuable supervisory topics studied are: methods, types of recitation, types of teaching, objectives of education, objectives of the various subjects, inferior and superior teachers and how teachers can help themselves to

improve.

II. The Group Teachers' Meetings are for only teachers of a particular subject, grade or with a common problem. This type of meeting ranks first, according to the Eighth Yearbook of the Department of Superintendence, among all of the types of Conferences, as an aid to the improvement of instruction. Undoubtedly the reasons for this direct benefit to the teachers are: the teachers come with a definite problem and work for a definite solution, a fine teaching-learning situation is developed, hence the benefit, a second reason is that usually only one major topic is studied at a meeting.

Many of the topics listed as suitable for General discussions can well be more thoroughly developed in a group meeting, as well as many other topics.

Four Group Conferences that are reproduced in the earlier chapters are:

- A. Improving Nature Study by a Revised Course of Study.
- B. Making Pupil Adjustments.
- C. Educational Guidance Program. (Introductory and general)
- D. Educational Guidance Program. (Specific course of Study).

The Individual Conference is a meeting of a teacher and the supervisor to study a problem that is an individual matter because of its individual nature and type of problem.

The Individual Conference is of much value to the teacher, the supervisor and the pupils. Most teachers have improved as a direct result of these conferences.

The list of these conferences are inexhaustible, they are

as numerous as the problems of teaching, learning, personality clashes and individual differences.

Four Individual Conferences that are reproduced in the body of this thesis are:

- A. Seventh Grade Remedial Mathematics.
 - B. Socializing Social Science.
 - C. Improving Spelling by the Test-Study Method.
 - D. Vitalizing the Junior Red Cross Program.
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Supervision is measurable in terms of:

- I. Measured changes in the Achievement of Pupils.
- II. Measured changes in Teaching Procedures
- III. Observed changes in the Teaching or Learning Situation and in the Community.
- IV. Judgments of Individuals.

Nothing has been done to evaluate the supervisory program by the first or second methods.

The Community reaction to the program is very encouraging.

The judgments of the teachers show that the program is successful for: of the fifty-four votes cast on all types of the program, fifty-six percent rated the Conferences as "very helpful," thirty-nine percent voted them "helpful", and only five percent of the votes indicated that the Conference Plan of Supervision was of "doubtful help". No votes were cast on the lower two ratings, i.e. "of no help" and "a waste of time".

Other benefits to the school that are less objective but none the less real and valuable are:

Because the principal cannot go around to make many classroom visitations, the teachers feel the need of more critical self-analysis and self-evaluation, and is thereby kept more keenly aware of her responsibilities as the executive of the classroom. In schools where supervision is conducted by the visitation system, teachers acquire the attitude that things are perfect if they are not adversely criticized by the supervisor, hence less is done voluntarily by the teacher in the way of self-improvement.

A second benefit to the teacher and to the school, under the conference plan, lies in the fact that the teachers become more confidential with the principal. They voluntarily come with their problems and willingly put their difficulties before the principal for his assistance.

Another advantage of this plan is readily seen in the fine spirit it can foster among the teachers in the way of cooperation for the common cause (the best opportunities for the pupils.)

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